

**THE EFFECTIVENESS OF USING CLUSTERING TECHNIQUE
TO TEACH VOCABULARY TO THE STUDENTS AT
THE FIRST SEMESTER OF THE TENTH GRADE
OF SMA MUHAMMADIYAH GISTING
IN THE ACADEMIC YEAR OF 2017/2018**



A Thesis

Submitted as a Partial Fulfillment of
the Requirements for S-1 Degree

By

**Sri Astuti Andayani
NPM. 1311040139**

Study Program : English Education

**TARBIYAH AND TEACHER TRAINING FACULTY
RADEN INTAN STATE ISLAMIC UNIVERSITY
LAMPUNG
2017**

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Advisor : Meisuri, M.Pd

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**TARBIYAH AND TEACHER TRAINING FACULTY
RADEN INTAN STATE ISLAMIC UNIVERSITY
LAMPUNG
2017**

ABSTRACT

THE EFFECTIVENESS OF USING CLUSTERING TECHNIQUE TO TEACH VOCABULARY TO THE STUDENTS AT THE FIRST SEMESTER OF THE TENTH GRADE OF SMA MUHAMMADIYAH GISTING IN THE ACADEMIC YEAR OF 2017/2018

By:
Sri Astuti Andayani

Vocabulary is very important for people to use language, without vocabulary people cannot develop the language skills namely, listening, speaking, reading, and writing. The objective of this research to know whether there is an effectiveness of using clustering technique to teach vocabulary to the students at the first semester of the tenth grade of SMA Muhammadiyah Gisting in the academic year of 2017/2018.

The methodology of this research was quasi experimental design with the treatment held in three meetings, 2 x 45 minutes for each. The population of this research was tenth grade students of SMA Muhammadiyah Gisting. The total sample in this research was 70 students' that were taken from two classes, X IPS 1 and X IPS 2. In collecting the data, the reseacher used instruments, pre-test and post-test. The isntrument of this research was vocabulary test. After giving the post-test, the reseacher analyzed the data by using SPSS to compute independent sample t-test.

After the researcher analyzed the data by using independent sample t-test, it was found that the result of Sig. (2-tailed) of the equal variance was $0.000 < \alpha = 0.05$. It means that H_0 is rejected and H_a is accepted. Based on the computation, it can be concluded that there was effectiveness of using clustering technique to teach vocabulary to the students at the first semester of the tenth grade of SMA Muhammadiyah Gisting in the academic year of 2017/2018.

Key Word : *clustering technique, experimental design, vocabulary*



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IN THE ACADEMIC YEAR OF 2017/2018**

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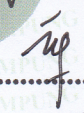
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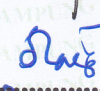
ADMISSON

A thesis entitled: **“THE EFFECTIVENESS OF USING CLUSTERING TECHNIQUE TO TEACH VOCABULARY TO THE STUDENTS’ AT THE FIRST SEMESTER OF THE TENTH GRADE OF SMA MUHAMMADIYAH GISTING IN THE ACADEMIC YEAR OF 2017/2018”**, by: **SRI ASTUTI ANDAYANI, NPM: 1311040139**, Study Program: English Education, was tested and defended in the Examination session held on: Monday, November 20th, 2017.

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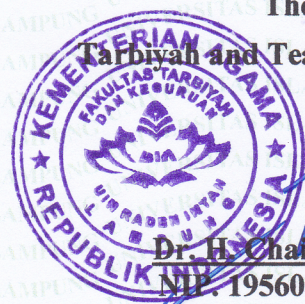
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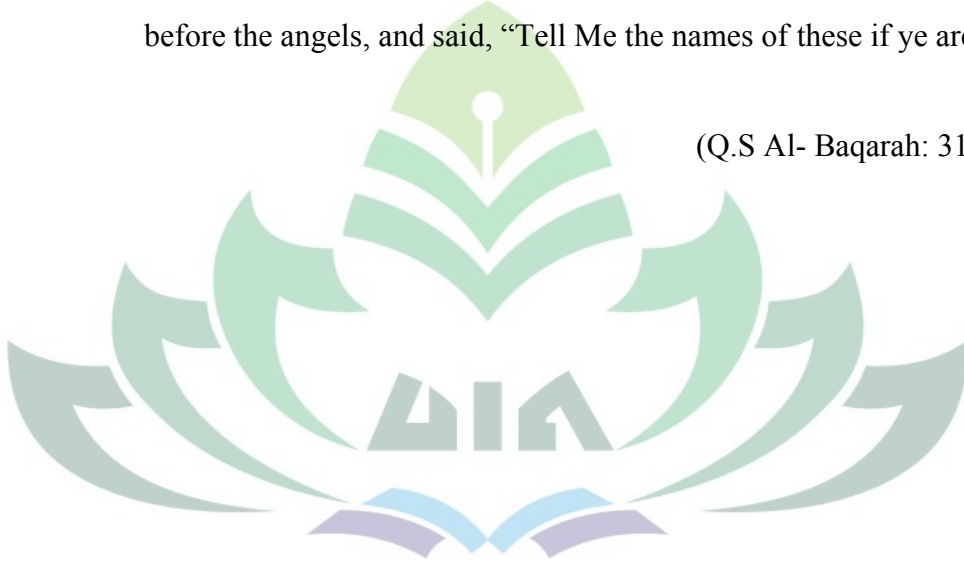
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MOTTO

وَعَلَّمَ آدَمَ الْأَسْمَاءَ كُلَّهَا ثُمَّ عَرَضَهُمْ عَلَى الْمَلَائِكَةِ فَقَالَ
أَنْبِئُونِي بِأَسْمَاءِ هَؤُلَاءِ إِنْ كُنْتُمْ صَادِقِينَ ﴿٣١﴾

Meaning : “ And He taught Adam the names of all things; then He placed them
before the angels, and said, “Tell Me the names of these if ye are right.”¹

(Q.S Al- Baqarah: 31)



¹Abdullah Yusuf Ali, *The Holy Qur'an, Text and Translation*, (New Delhi: Millat Book Center, 2006), p.8

DECLARATION

I hereby state this thesis entitled “The effectiveness of using clustering technique to teach vocabulary to the students at the first semester of the tenth grade of SMA Muhammadiyah Gisting in the academic year of 2017/2018” is completely my own work. I am fully aware that I have quoted some statements, references, and idea from various sources and those are properly acknowledged in the text.



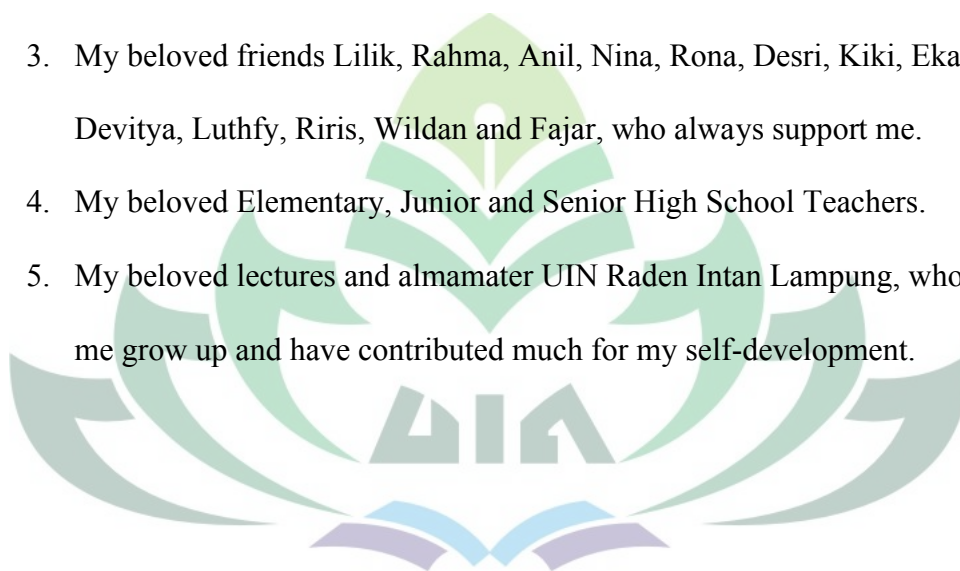
Bandar Lampung, September 2017
Declared by,

Sri Astuti Andayani
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DEDICATION

This thesis is dedicated to:

1. My beloved parents, Mr. Muhadi and Mrs. Yatini who support, motivate, and always love me and keep on praying for my life and success.
2. My beloved brothers Joko Setyo and Harliadi who have motivated and guided me to finish my study well.
3. My beloved friends Lilik, Rahma, Anil, Nina, Rona, Desri, Kiki, Eka, Devitya, Luthfy, Riris, Wildan and Fajar, who always support me.
4. My beloved Elementary, Junior and Senior High School Teachers.
5. My beloved lectures and almamater UIN Raden Intan Lampung, who made me grow up and have contributed much for my self-development.



CURRICULUM VITAE

The researcher's name is Sri Astuti Andayani. She was born in Gisting on June 12th, 1995. She is the second child of Mr. Muhadi and Mrs. Yatini. She has two brothers whose name are Joko Setiyo and Harliadi.

She began her study at elementary school of SD Negeri 2 Gisting in 2001 and graduated in 2006. Then, she continued at Junior High School of SMP Negeri 1 Gisting in 2006. After she graduated from Junior High School in 2009, she continued her study at Senior High School at SMA Muhammadiyah Gisting in 2009 and graduated in 2012. After that she continued her study in State Islamic University Raden Intan Lampung (UIN) as a student of English Study Program of Tarbiyah and Teacher Training Faculty.

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First of all, praise be to Allah, the Almighty God, the Most Merciful and the Most Beneficent for His blessing and mercy given to the reseacher during her study and in completing this graduating paper successfully. Then, peace and salutation always be with Prophet Muhammad SAW who has guided us from the darkness to the lightness.

This thesis entitled “The Effectiveness of Using Clustering Technique to Teach Vocabulary to the Students at the First Semester of the Tenth Grade of SMA Muhammadiyah Gisting in the Academic Year of 2017/2018” is submitted as a compulsory fulfillment of the requirements for S1 degree of English Study Program at Tarbiyah and Teacher Training Faculty, State Islamic University (UIN) Raden Intan Lampung.

Then, the researcher would like to thank the following people for their ideas, time and guidancefor this thesis:

1. Dr. H. Chairul Anwar, M.Pd, the Dean of Tarbiyah and Teacher Training Faculty of UIN Raden Intan Lampung with all staff, who give the researcher opportunity to study until the end of this thesis composition.

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9. Ayu Warda Eka Lia, S. Pd, who always share her knowledge and give support for this thesis.

10. Mr. Bambang S. and family as the researcher's new family during the researcher studied at UIN Raden Intan Lampung.

Finally, it has to be admitted that nobody is perfect and the researcher is fully aware that there are still many weaknesses in this thesis. Therefore, the researcher sincerely welcomes criticisms and suggestions from the readers to enhance the quality of this thesis. Furthermore, the researcher expects that the thesis is useful for the researcher particularly and the readers generally, especially for those who are involved in English teaching profession.



Bandar Lampung, October 2nd, 2017
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Sri Astuti Andayani
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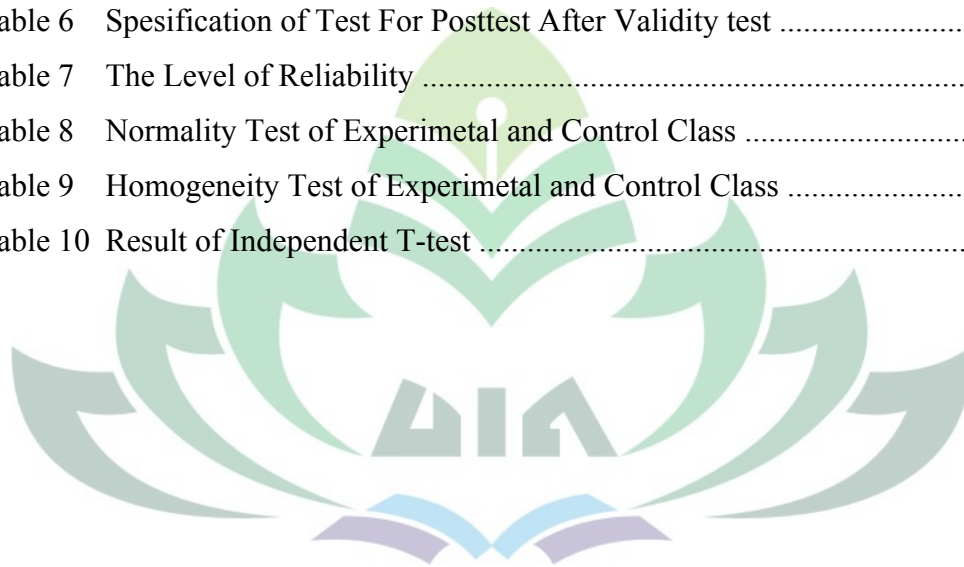
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Control Card

Research Permission Letter from UIN Raden Intan Lampung

Research Permission Letter from SMA Muhammadiyah Gisting



CHAPTER I INTRODUCTION

A. Background of the Problem

Language is one of the most important things in communication and it is used as a tool of communication among the nations all over the world. As an international language, English is very important and has many relationships with various aspects of life owned by human beings. For Indonesia, English is a foreign language. With its position, foreign language as a subject matter at the school. Nowadays, English becomes more important in all sides of life. That is why the English must be taught from elementary to university. It also explained from the Holy Quran in Ar-Rahman verse 1-4:



Meaning: “1. The most Gracious! 2. It is He Who has taught the Qur’an. 3. He has created man: 4. He has taught him an intelligent speech.”(Ar-Rahman: 1-4)¹

Based on Qur’an verse above, it can be seen that language is a skill that given to human from God. This statement is supported by His firman that God created human

¹ Abdullah Yusuf Ali, *The Holy Qur’an, Text and Translation*, (New Delhi: Millat Book Center, 2006), p. 590

with the knowledge and language skill. And it can be seen that in order to interact with other, human can use many ways to convey their ideas and intentions such as voice, gesture, and symbols. Thus, a human can interact either oral, written and gesture to express our feeling.

English is an international language which is used by many people in the world. English is also used as a language of science, art and high technology. Many books are written in english so that people who want to get information or knowledge of sciene and high technology should master English.

English is one of the subject that should be learned by students both in formal and informal school in Indonesia . In learning English, there are four skills which should be learned by the English learners. They are listening, speaking, reading and writing. In order to develop these skills, student should master some language aspects, such as; structure, vocabulary, pronunciation, because the knowledge of those aspects are important to help student in building more effective and understandable communication. The three aspects are always connected with each other but one of the important aspects of language learning is vocabulary.

Vocabulary is an essential component of language learning especially in English. Richard and Rennandya say that, vocabulary is the core component of language proficiency and provides much of the basis for how well learners listen, speak, read

and write.² It means that without a proportional amount of vocabulary anyone will get trouble in their listening, speaking, reading and writing.

In communication, learners need vocabulary which can support them to produce meaningful sentence because vocabulary provides structure of sentence. According to Hiebert and Kamil, vocabulary is the set of words for which writer know the meanings when the writer speaks or read orally and print vocabulary consists of those words for which the meaning is known when we write or read.³ It means that without vocabulary, we cannot say anything, we cannot express our feeling if we do not know the meaning of the vocabulary.

It can be inferred that vocabulary refers to parts of speech use to communicate effectively. Vocabulary is the content of language. When we to construct a sentence to express our idea, we need to know adequate vocabularies that are able to represent our idea. If we do not have any vocabularies in certain language, of course we will not be able to speak, write that language.

Based on the preliminary research done by the reseacher, the English teacher , Aniswatun R, S.Pd, she said that most of the students especially in the tenth grade did not master vocabulary. The researcher found out some students problems in vocabulary. The students feel difficulties in memorizing word and to find the

²Jack C. Richards, Willy A. Rennadya, *Methodology In Language Teaching*, (New York: Cambridge University Press, 2002), p.255

³Elfrida H. Hiebert and Michael L. Kamil, *Teaching and Learning Vocabulary*, (London: Roulledge Press, 2005), p.3

meaning of word. The students were not interested in vocabulary materials because the teacher explained the material and after that asked the students to do task. The teacher used translation technique in learning activity. To know the students' ability in vocabulary mastery, the researcher got data of the students' vocabulary score from the teacher. The students' score can be seen in the table below:

Table 1
The Vocabulary Score at the First Semester of the Tenth Grade of SMA
Muhammadiyah Gisting in the Academic Year of 2017/2018

No	Score	Class					Total	Percentage
		X. IPA.1	X. IPA.2	X. IPS.1	X. IPS.2	X. IPS.3		
1	< 70	14	25	26	23	26	114	64 %
2	≥ 70	21	11	9	12	10	63	36 %
	Total	35	36	35	35	36	177	100%

Source: Document of the English Teacher in SMA Muhammadiyah Gisting.

Based on the table above, it can be concluded that 64 % or 114 out of 177 students got < 70 score. The students who got scores above of the criteria of minimum only 63 students. It can be concluded that the students' vocabulary mastery is still low and learning process is still not yet optimal. Thus, the students felt difficult in learning vocabulary, because the teacher' technique is not interested for the students especially in teaching vocabulary.

To support the data explained before, the researcher also interviewed some students (see Appendix 2). By interviewing the students, the researcher got information that most of the students still feel difficult in learning English vocabulary. The students said that studying English is difficult subject, therefore the students are also passive,

and the students not interested to studying English. They also felt bored in learning English especially in learning vocabulary not only because they have minimum vocabulary mastery but also the teacher did not use the interesting technique to make the students attracted. The teacher only spoke formally in front of the class, give some explanations and after that the teacher asks the students to mention the meaning of vocabulary one by one given the teacher.

In the other side, there are many factors that make the students' vocabulary is low. There come from the internal and external factor. The internal means factors from the inside of the students themselves such as motivation, interest, intelligence, and the external is the factors from outside of the students that affect their learning process such as background, learning material, and teachers' performance including their teaching methods or technique.

Because it has complicated components to be master, such as meaning, form, and the use of the word itself, it also becomes an important thing to choose a good technique when a teacher teaches vocabulary in the class. Technique is a way that is used by the teacher in teaching learning process. There are many ways that can be used to develop students' vocabulary. Vocabulary can be taught by using many different techniques, for example game, translation, text, picture, etc.⁴ That is the little sneaky tricks we all know and use to get the job done in the classroom. Teachers have systems of rewards or punishments for students who comply, exceed and left behind.

⁴Pieter A. Napa, *Vocabulary Development Skills*, (Yogyakarta: Kanisius, 1991), p.6

If a classroom is becoming distract a teacher may use the technique of guessing word to try to rope them in again. Then other factor is activity in the teaching learning process. Students' learning activity did by the students during the teaching learning process. By do many activities they will gain the knowledge, comprehension and aspect of behavior to develop their skill that may be meaningful for their social life.

There are many techniques that can be used in teaching or learning vocabulary, one of them is clustering technique. It is the way actually gives the words that closely related to the "topic/theme" provided. This technique will help the students to develop their vocabularies. Moreover, the clustering technique can stimulus their mind. This technique is an effective tool for develop their ideas. As Smalley and Marry said that clustering is making a visual map the stduents to think creativity.⁵

Another reason why the researcher will use clustering technique is that it will be easier for the students to figure the meaning of the target word, to memorize it, and to use it when they find the right situation based on the context clues they have known. It is also fun so that the students will find that learning language is enjoyable. Because in teaching vocabulary the teacher used translation technique. Translation technique is the process of transferring message from one language (sorce language) into another (target language).⁶ The teacher give the text for the student then, they

⁵Regina L. Smalley, Marry K. Ruetten, *Refining Composition Skill Rhetoric and Grammar*, (New York: Heinle & Heinle Publisher, 1995), p.10

⁶Rachmat Effendi P, *Cara Mudah Menulis dan Menerjemahkan*, (Jakarta: Hapsa et Studia, 2004), p.6

write new words and search the meaning in the dictionary. But in fact this technique made them bored and difficult to understand the material when teaching learning process conducted.

The research about clustering technique has been done by Wahyuni from IAIN Raden Intan Lampung on 2016, with the title “The Influence of Using Clustering Technique Towards Students Exposition Paragraph Writing Ability at the Second Semester of the Tenth Grade of MAN 1 Tanggamus, Lampung in 2015/2016 academisc year”.⁷ She used Clustering Technique to teach writing and the result was significant, the significant at degree 5%. She said that teaching writing by using clustering technique can help students to generate ideas.

Another research conducted by Surya from Syarif Hidayatullah Islamic University on the 2014, with the title “Improving Students’ English Vocabulary through Clustering Technique (A Classroom Action Research at the Second Grade Students’ of SMP Al-Kautsar BKUI Jakarta) .”⁸ This research explained about the implementation of clustering technique in teaching vocabulary at SMP Al-Kautsar BKUI Jakarta. He used Class Action Research as his methodology reseach. The result of his research

⁷ Sri Wahyuni, *The Influence of Using Clustering Technique Towards Students Exposition Paragraph Writing Ability at the Second Semester of the Tenth Grade of MAN 1 Tanggamus, Lampung in 2015/2016 academisc year*, p, 6 and 65, Unpublished

⁸Dian. Surya, *Improving Students’ English Vocabulary Through Clusterin Technique*, (Jakarta: Syarif Hidayahtullah Islamic University, 2014). Available Online at: <http://repositiry.uinjkt.ac.id/>

was 81.8 % of the students can reach values >70 and has achieved the minimum passing criterion (KKM).

Based on the explanation of previous studies, it can be concluded that are significant difference of previous studi to this research. The differences are in these previous studies that had been done by Wahyuni, she said that clustering technique to teach writing bun in this reseach the researcher used clustering technique to teach vocabulary. Another previous study that had been done by Surya. He implementation clustering technique to teach vocabulary to junior high school. In this study the researcher aplication clustering technique to teach vocabulary to senior high school. He used Class Action Research (CAR) as his methodology research. While in this research the reseacher use quasi experimental class as a methodology research.

From the explanation above, the researcher wants to know the effectiveness of using Clustering Technique with general techniques used by most teachers, mainly is translation technique toward students' vocabulary mastery in teaching learning process. Therefore the title of this research is "The Effectiveness of Clustering Technique to Teach Vocabulary to the Students at the First Semester of the Tenth Grade of SMA Muhammadiyah Gisting in the Academic Year of 2017/2018." The researcher hopes this technique will help the students of SMA Muhammadiyah Gisting that have poor achievement in vocabulary that impact to their poor performance in English language skills.

B. Identification of the Problem

Relating to the explanation of background of the problem, the researcher identifies:

1. The students' difficulties to develop their vocabulary.
2. The students' vocabulary still low.

C. Limitation of the Problem

Based on the identification of the problem above, the researcher focuses on the Effectiveness of Using Clustering Technique to Teach Vocabulary to the Students' at the First Semester of the Tenth Grade of SMA Muhammadiyah Gisting in the academic year of 2017/2018. The aspects vocabulary mastery that taught are word meaning, word use word formation, and word grammar. The vocabulary learning was focused on noun, verb and adjective of descriptive text with the topics were people, tourism place and historical place.

D. Formulation of the Problem

The formulation of the problem in this research is:

Is effectiveness of using clustering technique to teach vocabulary mastery to the students at the first semester of the tenth grade of SMA Muhammadiyah Gisting in the academic year of 2017/2018?

E. Objective of the Research

The objective of the research is to know whether is effectiveness of using clustering technique to teach vocabulary mastery to the students at the first semester of the tenth grade of SMA Muhammadiyah Gisting in the academic year of 2017/2018.

F. Uses of the Research

The research expects that there are some uses of the research are as follows:

1. For the Students

- a. To motivate students in learning English especially in learning vocabulary.
- b. To give information of students about clustering technique in teaching learning vocabulary.

2. For the Teachers

- a. To give information of English teacher about the effectiveness of using clustering technique to teach vocabulary mastery.
- b. It is expected as an alternative teaching learning for English teachers to help the students learn English, especially in learning vocabulary.

3. For the Teachers

- a. As a contribution for education research development.
- b. To give information for further research.

G. Scopes of the Research

The scopes of the research are as follows:

1. Subject of the Research

The subject of the research was the students at the first at the tenth grade of SMA Muhammadiyah Gisting.

2. Objects of the Research

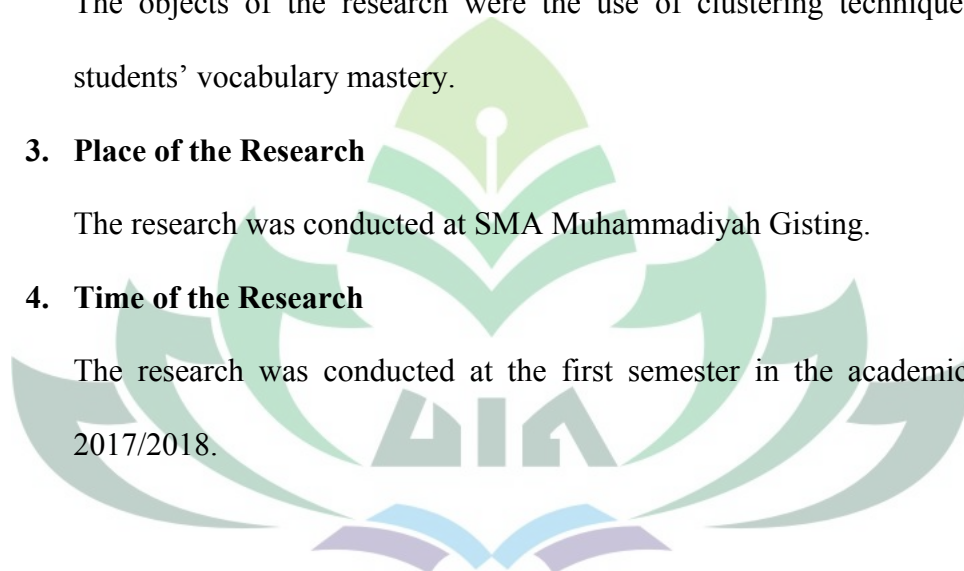
The objects of the research were the use of clustering technique and the students' vocabulary mastery.

3. Place of the Research

The research was conducted at SMA Muhammadiyah Gisting.

4. Time of the Research

The research was conducted at the first semester in the academic year of 2017/2018.

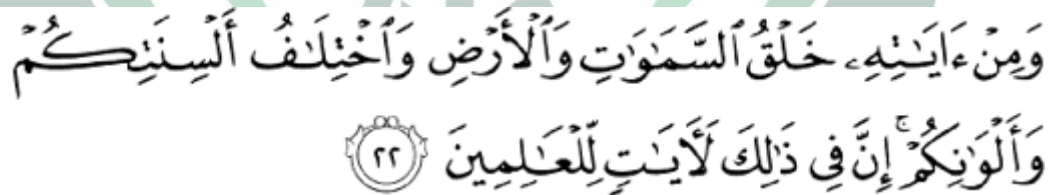


CHAPTER II LITERATURE REVIEW

A. Frame of Theories

1. Teaching English as a Foreign Language

People use language to communicate each other, there are many languages in the world, and it needs the knowledge to make the right understanding. Al-Qur'an as the holy book of Muslims really appreciates the diversity among languages, because the world consists of many different people with different ethnicities, nations and also languages based on Ar-Rum verse 22 explained:



Meaning: And among His Signs is the creation of the heavens and the earth, and the variations in your languages and your colours: verily in that are Signs for those who know.¹ It means that language is very important because it is always used by people to communicate and as a media to share information with other people.

¹Abdullah Yusuf Ali, The Holy Qur'an, Text and Translation, (New Delhi: Millat Book Center, 2006), p. 436

English is an International language used by many people in many countries in the world as a purpose of communication. In Indonesia, English is used as a foreign language. According Geoffrey, “English as a foreign language and is studied by people who live in places where English is not a first language.”² Therefore, English is not used by people in their daily communication, because it not their first language or mother tongue. English is taught as a compulsory subject at Junior High School to University level and local subject at the some elementary schools. As a matter of fact, teaching English as a foreign language is not as simple as teaching English as the first language.

Setiyadi states that language teaching is influenced by ideas on the nature of language. Differences in language theories may affect the selection of the teaching materials and differences in learning theories may affect the teaching methods.³ It means that a method that is used on the assumption that we learn his native language (L1) will differ from one based on the assumption that learning a foreign language is not the same as learning mother tongue.

²Geoffrey Broughton, et al, *Teaching English as A Foreign Language*, (New York: Routledge Ltd, 1980), p.6

³Ag. Bambang Setiyadi, *Teaching English as a Foreign Language*, (Yogyakarta: Graha Ilmu, 2006), p. 20

Talking about English as a foreign language in our country, the government has decided that English should be taught to the students from elementary school up to university level.⁴ It means that the students are able to have the ability or knowledge of English, which can be used for communication from they are still children. However, the English language as an international language has an influence on the human life in whole word. We could communicate and interact with people from different countries, and can follow different technology development.

Based on the statement above the reseacher assumes that the teaching English as a foreign language should be based on students need. English as a foreign language, it is learned by people through teaching and learning process including transferring material and knowledge about the language practice it so that studnets get more skill. However communiante language teaching English as an English foreign language context in clearly greater challenge for students and teaching should be created the class by communication.

One of the languages of element that shoulbe thought by English teacher is vocabulary. Vocabulary has important role in language learning.⁵ It means that vocabulary very important because we still can conveyed the information or the message without using English grammar correctly but we cannot conveyed the

⁴*Ibid*, p.9

⁵Scott Thornbury, *How To Teach Vocabulary*, (London: Longman, 2002), p. 13

information or the message without vocabulary, this vocabulary is very important to be thought by the teacher and to be learn by the students.

2. Concept of Vocabulary

a. Definition of Vocabulary

According to Hatch and Brown, vocabulary is a list or set of words for a particular language or list or set of words that individual speakers of language might use.⁶ Moreover Harmer states that if language structures make up the skeleton of a language, then it is vocabulary that provides that vital organs and the flesh. That is clear that vocabulary is very important.⁷

Language is made by words. Sentence cannot be arranged well without words. When we want to use language, we must have many stocks of vocabulary. We cannot use language without knowing the words and the meaning of that language. In addition, Allah has explained in the Al-Quran Surah Al-Baqarah verse 31:

وَعَلَّمَ آدَمَ الْأَسْمَاءَ كُلَّهَا ثُمَّ عَرَضَهُمْ عَلَى الْمَلَائِكَةِ فَقَالَ
أَنْبِئُونِي بِأَسْمَاءِ هَٰؤُلَاءِ إِنْ كُنْتُمْ صَادِقِينَ ﴿٣١﴾

⁶ Hatch, E. And Brown, C, *Vocabulary, Semantic and Language Education*, (Cambridge: Cambridge University Press, 1995), p. 88

⁷⁷ Jeremy Harmer, *The Practice of English Language Teaching*, (New York : Longman, 1991), p. 241

Meaning: And He taught Adam the names of all things: then He placed them before the angels, and said: "Tell me the names of these if ye are right."⁸

Based on Qur'an verse above, it can be seen that Prophet Adam was the first man who taught vocabulary by God. It means that language learning can start with learning vocabulary. Learning vocabulary will be able to develop a vocabulary of students especially English. Mastering English vocabulary either oral or written will develop English skills in the others.

Hibert and Michael say that, vocabulary is the set of words for which we know the meanings when we speak or read orally and the set of words also that an individual can use when writing.⁹ It can be said that vocabulary has a big contribution in supporting the successful of language use. It is impossible to learn about language if students are lack of vocabulary. In addition, Richard and Renandya state that vocabulary is a core component of language proficiency and provides much of the basis for how well learners speak, listen, read, and write.¹⁰ Therefore, the researcher can assume that people use vocabulary in every aspect. Vocabulary can help the students to understand the sentence of English, in making sentences, and to speak English.

⁸Abdullah Yusuf Ali, *Op.Cit.*, p. 8

⁹Elfrieda H. Hibert and Michael L. Kamil, *Teaching and Learning Vocabulary*, (London: Roulledge Press, 2005), p.3

¹⁰Richard and Renandya, *Methodology in Language Teaching*, (New York: Cambridge University Press, 2005), p.255

Thornbury states that without grammar very little can be conveyed, without vocabulary nothing can be conveyed.¹¹ It We can still understand the language even if we know anything about grammar. On the other hand, the language will tell us nothing if we do not know anything about vocabulary. Thus, vocabulary is an essential part of language which makes the language meaningful.

According to the theories above it can concluded that vocabulary is a list of words that has meaning, form and usage to convey the message from speaker to listener or from writer to reader.

b. Definition of Vocabulary Mastery

vocabulary is knowlegde that study about word, part of word that gives clues to the meaning of whole words. Richard and Renandya state that vocabulary is a core component of language proficiency and provides much of the basis for how well learners speak, listen, read and write.¹² It means that the first think people should learn is vocabulary because with vocabulary people can learn the language skills easier and will be usefull for the process of achieving language teaching objectives.

¹¹ Scott Thornbury, *Op.Cit.*

¹²Jack C. Rhichards And Willy A Renandya, *Methodology in Language Teaching, an Anthology of Current Practice*, (New York: Cambridge University Press, 2002), p. 255

Hornby states that vocabulary is the total number of words which make up a language.¹³ It means that vocabulary is basic element of language in form of words in which it will make a language meaningful. Vocabulary is all the words of language. Vocabulary plays important part in learning to read also to speak. Children learn the meaning of most words indirectly, through everyday experiences with oral and written language.

Based on the definition above, vocabulary in this study is the words we teach in English. It is a set of words known to a person or that part of specific language. Vocabulary plays important part in learning to read and also speak. Children learn the meaning of most word indirectly, through everyday experiences with oral and written language.

Mastery means understanding well or simply reaching a certain level of understanding of particular content, whereas competence represents the ability to apply what has been mastered. According to Guskey, Mastery is a term that all educators use and believe they understand well. But when pressed to describe precisely what it means to master a concept, skill or subject everyone has a different definition.”¹⁴ It can be concluded that vocabulary mastery is a complete skill of the students to understand well and communicate by using words they have learned.

¹³AS Hornby, *Op.Cit.*, p. 461

¹⁴Thomas R. Guskey, *Educational Leadership*, Volume 71, Number 4, December 2013/January 2014, p. 1

From some definitions above, researcher concludes that vocabulary mastery is the students' ability to use or understand the words. The vocabulary mastery also know the types of vocabulary mastery, and understand with aspects such of vocabulary mastery as word meaning, word use word formation, and word grammar. In this research, the researcher focused on descriptive text.

c. Aspect of Vocabulary

According to Harmer there are some aspects of vocabulary that should be taught or mastered by studnets in learning foreign language, they are as follows.¹⁵

1) Word Meaning

The least problematic issue of vocabulary, it would seem, is meaning. According to Harmer word meaning include:

a. Polysemy

Polysemy is only resolved when we see the word in context, that allows to say which meaning of the words in the particular instance is being used. For example: the house is at the **foot** of the mountain.

b. Antonym

The term antonym is used for opposite meaning of word. For example: “full” is an antonym of “empty”.

¹⁵Jeremy Harmer, *The Practice of English Language Teaching*, (London: Cambridge, 1998), p.18

c. Synonym

It means that two or more words have the same meaning. For example: the synonym of smart is clever, bright may serve as the synonym of intelligent.

d. Hyponyms

e. It means items that serve as specific examples of a general concept. For example: the hyponyms of animal are dog, cat, horse.

f. Connotation

A less obvious component of the meaning of an item is its connotation. The associations, positive or negative feelings it evokes, which may or may not be indicated in a dictionary definition. Connotation is the communication value as expressed by virtue of what it refers to, over and above its purely conceptual content. For example: “slim” has favorable connotations, while “thin” has unfavorable; so that one could describe something as “slim body” not “thin body”.

2) Word Use

Harmer says, it is frequently stretched through the set of metaphor and idiom. We know that the word *hiss* for example, describes the noise that snakes make. But we stretch its meaning to describe the way people talk to each other (“*Don’t move or you’re dead,*” she hissed). That is metaphorical use. At the same time, we can talk about treacherous people as snakes (*He’s real snake in the grass*). *Snake in the grass*

is a fixed phrase that has become an idiom, like countless other phrase such as “*raining cats and dogs, my house is castle, etc*”.

3) Word Formation

According to Harmer, students have to know things about word formation and how to change words to be compatible with different grammatical context. Word formation is also connected with suffixes and prefixes (im-, or in) such as *imperfect and perfect, inappropriate and appropriate*, etc. Word form then means knowing how words are written and spoken form. The students need to know words are spelt and how they sound. For example, there is a clear relationship between the words *death and dead, dying and die*, etc.

4) Word Grammar

The last is about word grammar which is employed by distinguishing the use of word based on the use of certain grammatical patterns such as noun, verb, adjective, adverb, etc. Such as make a distinction between *countable* and *countable noun*. The former can be both singular and plural. We can say *one chair* or *two chairs*, etc.¹⁶

From those statements, it can be concluded there are some aspects of vocabulary: they are word meaning, word use, word combination, and word grammar. In this research the researcher will focus on the word meaning, word use, word

¹⁶*Ibid*, pp. 18-21

combination and word grammar were suitable with the syllabus of the English subject for tenth grade.

d. Types of Vocabulary

Vocabulary has some types that need to be learnt, there are types of vocabulary that are explained by the expert. One of the explanations is explained by Thornburry. He classified into eight word classes such as nouns, pronouns, verbs, adjectives, adverb, preposition, conjunction, and determine.¹⁷ In this case the researcher will do the reseach to know the stduents' vocabulary mastery especially noun, verb and adjective. Those can be described as follows:

1) Noun

Noun is one of the most important parts of speech, it may function as the chief or “head” word in many structures of modification.¹⁸ Furthermore, Harmer states that noun is a word (or group of words) that is the name of person, a place, a thing or activity or quality or idea, and can be used as the subject or object of a verb.¹⁹ By noun, we can call something or concept's name, and usually it can be a subject or the object in a sentence, for example:

- a. The noun ‘banana’ in sentence ‘banana is rich of vitamin A’ is a subject.
- b. The noun ‘pen’ in sentence ‘I have a pen’ is a object.

¹⁷Scott Thornburry, *Op.Cit.*, p.4

¹⁸ Marcella Frank, *Modern English: A Practical Reference Guide*, (London: Pentice Hall,inc,1972), p.6

¹⁹ Jeremy Harmer, *Op.Cit.*, p. 37

So, it means that noun is a word or a group of words that is the name of things, concepts places, or activities that can take a role as a subject or object in a sentence. one of the most important part of speech that must learn to describe a person, place or name of something.

For example:

- Teacher, Mr. Agus (a person)
- Jakarta, Niagara Fall, Indonesia (a place)
- Bag, Glass, Shoes (a thing)

In fact, we use nouns to express a range of additional meanings such as concept, qualities, organization communities, sensation and event. In other terms, noun are the basic tools for giving names to things and concepts. It can be conclude that noun is the most important parts of speech or word class that identifies a person or place, thing, quality, or activity.

2) Verb

Verb is a word or groups of words that express an action, an event or a state.²⁰ For example: *eat* (an action), *happen* (an event), and *exist* (a state). The verb is used after

²⁰ Linda Thomas, *Op. Cit.*, p.14

subject, or before object or complement.²¹ According to Frank, types of verbs are predicating or linking verb, and transitive or intransitive verb.²²

a) Predicating or Linking Verb

A predicating verb is the chief word in predicate that says something about subject. The predicating word has traditionally been called a verb of action, for example: babies *cry*, she *wrote*, I *drive*. A linking verb is a verb of incomplete predication. Linking verb is also called copulative verb. The more common of linking verb are appear, be, become, get, look, remain, seem, feel, taste, smell, sound. For example: the news *sounds* interesting.

b) Transitive or Intransitive Verb

A transitive verb takes a direct object. For example: He is reading a book. While an intransitive verb does not require an object. For example: The train arrived late last night.

Finally, it can be said that verb is a word (or group of words) which is used in describing an action, experience or state that its own grammatical rule of the use in a sentence.

3) Adjective

Franks states that adjective is modifier that has the grammatical property of comparison.²³ It is often identified by special derivational endings or by special

²¹ Marcella Frank, *Op.cit.*, p.52

²² *Ibid*, p.48

adverbial modifiers that precede it. It is usual position as well. In addition, Harmer states that adjective is a word that gives more information about noun or pronoun, and it can be used before or after noun.²⁴ Besides, it can be a group of words. Therefore, its most usually position is before the noun or pronoun that it modifies, but it fills other positions as well. For examples are the underline words in the following examples:

- a. A red apple
- b. A beautiful dress
- c. Four days
- d. A girls sitting under the tree, and so on.

The first examples are placed before the noun that are modified, so the nouns get new explanation that can be imagined by the reader. Meanwhile, in the last example, the adjective is a group of words that is places after the noun 'girl'. From the statement above, it can be concluded that adjective is a word or group of wordsn that modify noun or pronoun and can be place before or after the noun or pronoun.

e. Learning of Vocabulary

Vocabulary mastery is an important thing in order to master four major skills such as listening, speaking, reading and writing. According to Thornbury, without grammar

²³Marcella Frank, *Op.cit.*, p.109

²⁴ Jeremy Harmer, *Op.Cit.*, p. 37

very little can be conveyed, without vocabulary nothing can be conveyed.²⁵ Moreover, learning vocabulary of foreign language presents the learner with several challenges. As stated in Brown learning is acquiring or getting of knowledge of a subject or skill by study, experience, or instruction.²⁶

Learning vocabulary needs a process. In order to make an effective process, the learner should be in the effective condition of acquiring vocabulary mastery. Thornbury states that the condition should help learners to acquire a critical mass of words to use in both understanding and producing language. Moreover, it will enable them to remember word over time and be able to recall them readily. In addition, it can develop strategies for coping with gaps in word, including coping with unknown words, or unfamiliar uses of unknown words.

f. Teaching of Vocabulary

Teaching is defined as showing or helping someone to learn how to do something, giving interaction, guiding in the study of something, providing with knowledge, causing to know or understand.²⁷ Based on explanation, teaching vocabulary is an activity where the teacher gives the students' knowledge about vocabulary and how to use it in daily life. Teaching vocabulary is not easy to do. Teaching vocabulary deals with knowing meaning from the words.

²⁵Scott Thornbury, *Op.Cit.*

²⁶H. Douglas Brown, *Principle of Language Learning and Teaching*, (San Francisco: Longman, 2007), p. 7

²⁷*Ibid.*, p. 8

According to Thornburry, there are five factors that relate to teaching set of words:

1. The level of the learners

It means that the learners should be placed according their level of language mastery, such as beginners, intermediate, or advanced. Consequently, the teacher should be able to give the material which is suitable to their level of knowledge.

2. The learners' likely familiarity with words

It means that even through some words are not parts of active vocabulary, the learners may have met them before.

3. The difficulty of the items

This describes whether they express abstract than concrete meanings, or whether they are difficult to pronounce.

4. The teachers teaching ability

This show whether for example, they can be easily explained or demonstrated.

5. Whether items are being learned for production (in speaking and writing) or for recognition only (as in listening and reading).²⁸

From the first point implies that students have different level and encourage their students to gain success in learning the language. The technique can motivate them on teaching language. There are so many ways on teaching vocabulary mostly English teacher uses. Such as translation, game, picture, cluster/diagramming or mapping, etc. teacher knows that in presenting the new vocabulary, the English

²⁸ Scoot Thornburry, *Op.Cit.*, pp.75-76

teacher cannot give the students list of words, but they shall be creative to manage and introduction the words with a good and appropriate way.

In teaching vocabulary, the teacher has responsibility to make the students successful in their teaching. The teacher should teach the material that suitable with the students' need by using the appropriate strategy, media, technique, etc, and use them to achieve the goal. Cameron says that teaching vocabulary focuses on helping students to build up knowledge of words also it will be able to the students to use the language efficiently and successfully.²⁹ It means that teaching vocabulary must be carefully in choosing the material to make the students enjoy the learning and attract with English subject with the right way to achieve the goal.

3. Concept of Clustering Technique

a. Definition of Clustering Technique

There are a lot of definition stated by experts, Gabrielle Lusser Rico states one of them, she defined that clustering is a way of tricking left-brain into silence and using the right-brain to come up with your own unique overview of a subject.³⁰ The way to do it is very simple, but it will not work if you break any of the simple rules. Moreover, Dawson and Joe said that clustering is a type of prewriting that allows people to explore many ideas as soon as they occur to people. Like brainstorming or

²⁹Lynne Cameron, *Op.Cit.*, p.75

³⁰Gabrielle Lusser Rico, *Pre-Writing: Clustering*, Available online at: <http://exchanges.state.gov/forum/journal>, p.1

free associating, clustering allows you to begin without clear ideas.³¹ So, it can be concluded that clustering can explore many ideas from mind. It is a good way to develop idea to increase their vocabulary. The learner can do it on their own or with friends or classmates to try to find inspiration or ideas.

In the other hand Smalley and Marry, clustering is making a visual map of the ideas.³² It frees students from following a strictly linear sequence: thus, that way allows thinking more creatively and makes new associations. In addition John Langan said that clustering also known as diagramming or mapping, is another strategy that can be used to generate material for a paper. This technique is helpful for people to think in a visual way. In clustering, you use line, boxes, arrows and circle to show relationships among the ideas and details that occur to you.³³ It means that clustering is a technique that can help students to narrow the subject especially for visual learners.

Another expert said that clustering is an invention activity which reveals possible relations among facts and ideas. Unlike listing (the next mapping strategy), clustering requires a brief period of initial planning. You must first come up with a tentative

³¹Melani Dawson and Joe Essid, *Writing Cluster*, Available Online at: <http://www.writing2.richmond.edu/writing/webcluster.html-4k> (January, 27th 2017)

³²Regina L. Smalley, and Marry K. Ruetten, *Refining Composition Skill Rhetoric and Grammar*, (New York: Heinle and Heinle Publisher, 1995), p.10

³³John Langan, *English Skill*, 7th Ed, (New York: McGraw-Hill Companies, Inc, 2001), p. 23

division of the topic into subparts or main ideas.³⁴ So, the students determines the topic word then they looks for another words that is still related to the topic word.

From the definition above, the reseacher conclude that clustering is making a visual map or association that always thinking more creatively and to begin without clear ideas. Clustering technique helps the students to develop words in a bubbles or circle form. This technique will help the students how to association the ideas, how to write down the ideas that exist in their minds, and how to develop ideas.

b. Procedure of Clustering Technique in Teaching

From the statement prevesiously stated that clustering is a strategy that can be used to generate materials for a paper. This technique is helpful for people who like to do their thinking in a visual way. In clustering you use lines, boxs, arrows, and circle to show relationship among the idea and details that occur to you.

Smalley and Marry say that, in clustering you write the topic in the middle of a blank of paper and draw a circle around it. Then draw a line out from the circle and write an idea associated with the topic. Continue to map or cluster until you cannot think of any more ideas.³⁵

³⁴Rise B. Axelord and Charles R. Cooper, *The ST. Martin's Guide to Writing*, (New York: ST. Martin's Press, 1985), p. 461

³⁵Regina L. Smalley, and Marry K. Ruetten, *Op.Cit.*, p. 10

Based on the statement above, the reseacher can conclude the procedure of clustering technique in the classroom:

1. The reseacher or the teacher gave the students' a blank of paper.
2. The students write the topic from the teacher in the middle of the blank of paper and draw a circle around it.
3. Then draw a line out from the circle and write an idea associated with the topic.
4. Continue to map or cluster until you cannot think of any more ideas.

For example the topic is sea. Think of ideas and details related to this topic. And write words has connecting with the "sea" in the cluster.

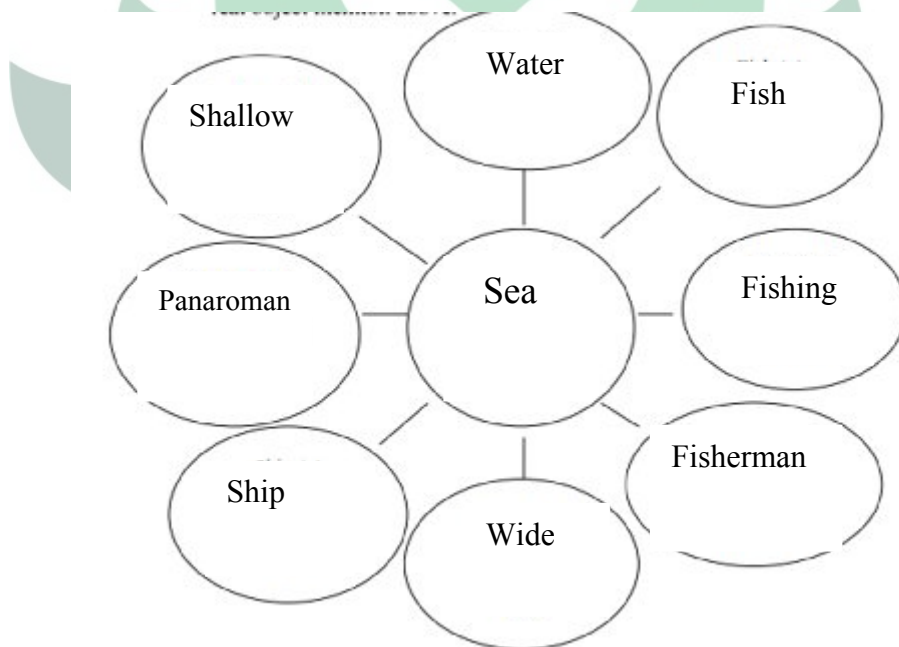


Figure 1:
The Application of Clustering Technique

From the figure above, we can see that the topic (sea) is placed in the middle and all words must be related to the topic. Students can further develop their vocabulary mastery based on knowledge and experience. In this research, the researcher will related the application of clustering technique to the vocabulary learning is focuses on verb, noun and adjective. For example:

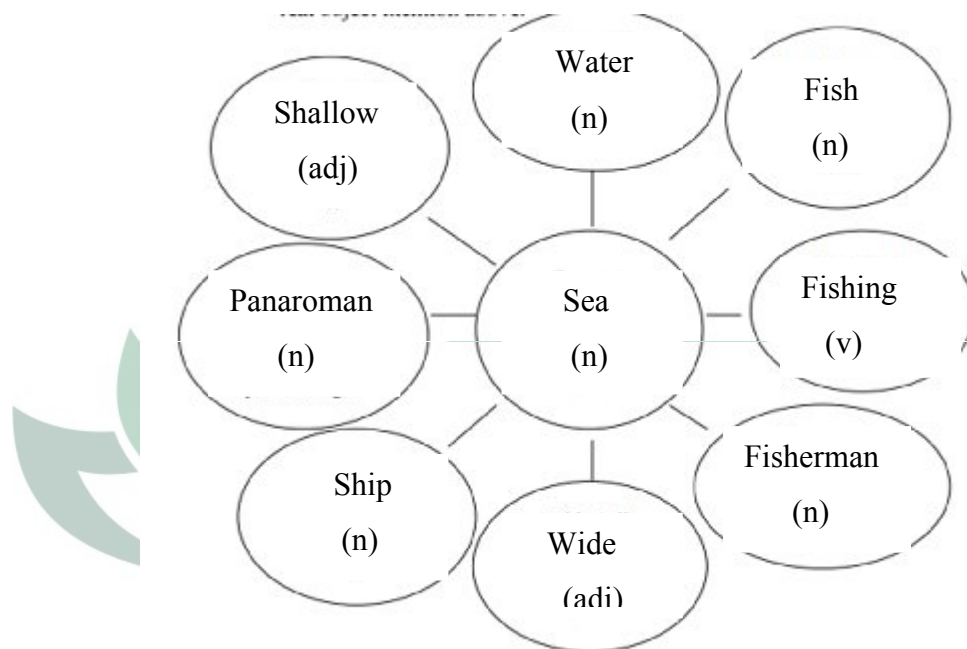


Figure 2.
The application of clustering technique related of the word classes

In the figure 2 explained about the application of clustering technique related of the word classes will discussion in the research, such as; verb, noun and adjective. The topic of the figure 2 is sea as a noun. In the surrounding words is related to the sea,

there are fish as a noun, fishing is one of activity in the sea is a verb. Panaroma is a view of sea as an adjective, etc.

c. Advantages and Disadvantages of Clustering Technique

1) Advantages of Clustering Technique

Every technique of teaching has strength and weakness. Teacher must consider kind of technique which is suitable with their students and giving opportunities to the students to be active in a process teaching and learning in achieving the purpose or the standard competency. Clustering technique is helpful for the students or learners because it allows them to freely explore their ideas. By using clustering procedure there are some advantages that can be found. Gabriele in Sabarun has list some advantages of using clustering technique as follow:

1. Students are able to relate the new vocabulary to other terms and concepts they are already familiar with, thus helping them to incorporate the new vocabulary into their knowledge base.
2. Students are able to connect new word to what they already know before.
3. Clustering technique provides a chance of maintaining a high level of interest and motivation of students in learning process.
4. Clustering technique can help the students to organize the students mind.

5. Clustering technique is able help the students to expand or develop the vocabulary.³⁶

2) Disadvantages of Clustering Technique

There are some disadvantages of clustering technique, as follow:

1. It can be time consuming because of the complex steps of activities.
2. The class might noisy because dialog or discussion happens during learning for all groups in class.
3. The class needs more control because teacher do not teach directly or just monitor. Actually, the teacher position is changed by leader of each group.
4. Students may find difficulties in expressing the stimulus word or linking because their vocabulary is still limited.
5. Not all students could think fast and express the words that have connection from the main word.³⁷

4. Concept of Translation Technique

a. Definition of Translation Technique

Based on the technique used by teacher in there, the teacher uses translation technique for teaching vocabulary. In this research, the researcher focuses on translation technique as a teaching technique will use in control class. Translation

³⁶Sabarun, *The Effect of Clustering Technique in Writing Expository Essays of EFL Students*, (Palangka Raya: STAIN Palangka Raya, 2013), Available Onlone at:<http://e-journal.iain-palangkaraya.ac.id/index.php/jefl/article/view/58>(February, 14th 2017)

³⁷ K.Y. Hapsari, *Op.Cit.*,

technique is a general term referring to the transfer of thought and ideas from one language (source of language) to another language (target language) whether the language is in the written or spoken forms. The statement is supported by Effendi that translation technique is the process of transferring message from one language (source language) into another (target language).³⁸

The example of translation technique:

- a. Source language: *Area dilarang merokok*
Target language: No smoking area
- b. Source language: *Periksa barang-barang anda sebelum turun*
Target language: Check your luggage

Nation and Cameron listed basic techniques by which teachers can explain the meanings of new words, all of which can be used in the learners' classroom are demonstration or pictures, analytical definition, putting the new word in a defining context, and translating into another language.³⁹ It means that translation can be defined as a technique of teaching English especially for vocabulary. This statement is also supported by Gercia, he says that the translation can also be an appropriate

³⁸Rachmat Effendi P, *Cara Mudah Menulis dan Menerjemahkan*, (Jakarta: Hapsa et Studia, 2004), p.6

³⁹Lynne Cameron, *Op.Cit.*, p.85

technique to introduce new words or even to explore the obscure nuances between terms.⁴⁰

Based on the statement above, translation technique is one of teaching technique by making a replacement language in textual material from one language (source language) into another language (target language) that emphasize on equivalent rule. In this case, the researcher will use its technique as a vocabulary teaching technique.

b. Procedure of Teaching Vocabulary through Translation Technique

Teaching vocabulary using translation technique can be done implementing the following procedure:

1. Class is taught in mother tongue, with little native use of the target (English).
2. Vocabulary is taught in the form of list of isolated word.
3. Students translate of isolated word from the target language to their mother tongue.
4. The teacher asks students in their native language if they have any question, students ask and the teacher answers the question in their native language.
5. Students memorize vocabulary.⁴¹

⁴⁰Roberto A. Valdeon Gracia, *A New Approach to the Use of Translation in the Teaching of L2*, *Revista Alicantina de Estudios Ingless Volume 8*, (University de Oviede, 1995), p.241

⁴¹Ag Bambang Setiyadi, *Teaching English as a foreign Language*, (Yogyakarta: Graha Ilmu, 2006), p.36

Based on steps above, it can create teaching vocabulary unsatisfied. Also the students of general English do not practice vocabulary with a fun and enjoyable ways. It may not interest for the student to use translation technique in vocabulary mastery. For students, it cannot be motivation in learning mastery and cannot to improve their vocabulary mastery.

c. Advantages and Disadvantages of Teaching Vocabulary by Using Translation Technique

The advantages and disadvantages of teaching vocabulary by using translation technique as follows:

1) Advantages of using translation technique

1. Translation technique is the easiest way of explaining meanings or word.
2. The improvement of EFL learners' linguistic accuracy.
3. Psychological values.⁴²

From the explanation above, the students can translate the word easier. Also the goal of foreign language study is to learn a language in order to read it is literature or in order to benefit from the mental and intellectual development that result from foreign language study.

⁴²*Advantages and Disadvantages of using Translation Technique as Teaching*, Available Online at: <http://tccl.rit.albany.edu/>, accessed February, 8th 2017, 9.09 AM

2) Disadvantages of Using Translation Technique

1. The classes are taught in the mother tongue, with little active use of the target language.
2. Much vocabulary is taught in the form of lists of isolated word.
3. Translation technique focuses on the form and inflection of words.⁴³

B. Frame of Thinking

Based on the pre-research, it was revealed that students still face difficulties in learning English skills. It is caused by their low vocabulary mastery. Vocabulary is a component of a language that contains information about the meaning and using a word in language. It is also to say that vocabulary is a part of language which will make language useful.

To get success in teaching learning vocabulary, teacher should prepare the material as well as possible and the teacher should have an interesting technique in teaching, so it will help the students in achieving their objective in teaching learning process. In this case, the researcher chooses Clustering Technique as the technique in teaching vocabulary. Through clustering technique, the students can give high attention to learn a new vocabulary because they are actively involved in making a cluster of the words so that it can enrich their vocabulary. Therefore, clustering technique may be an effective and interesting technique in teaching vocabulary. So that it can help the

⁴³*Ibid*

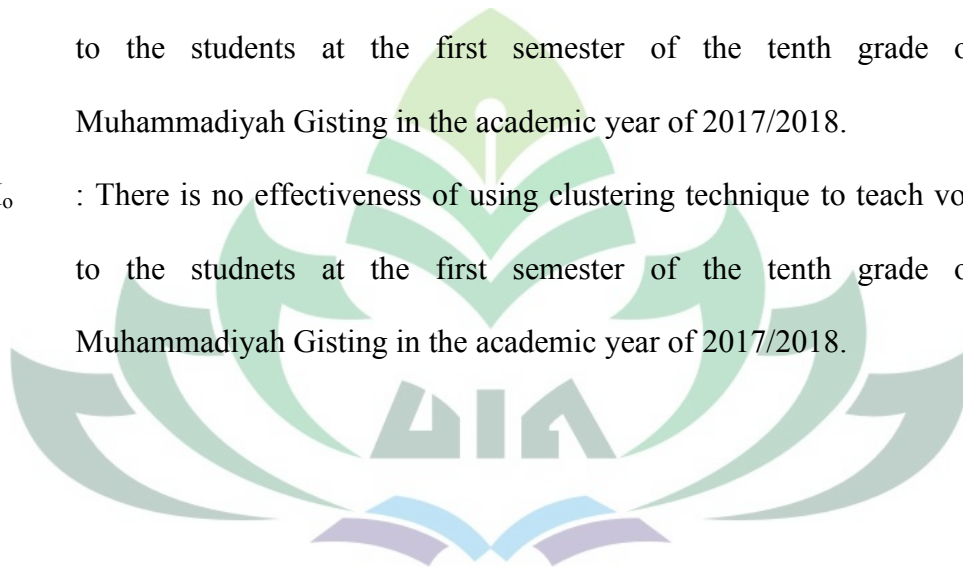
students in learning vocabulary and the student's vocabulary skill are expect to be increase.

C. Hypothesis

Based on the theories and assumption above, the researcher formulates the hypothesis as follows:

H_a : There is an effectiveness of using clustering technique to teach vocabulary to the students at the first semester of the tenth grade of SMA Muhammadiyah Gisting in the academic year of 2017/2018.

H_o : There is no effectiveness of using clustering technique to teach vocabulary to the studnets at the first semester of the tenth grade of SMA Muhammadiyah Gisting in the academic year of 2017/2018.



CHAPTER III RESEARCH METHODOLOGY

A. Research Design

In this research, the researcher used quantitative research. An experimental design is the general plan for carrying out a study with an active independent variable. The design is important because it determines the study's internal validity, which is the ability to reach valid conclusions about the effect of the experimental treatment on the dependent variable.¹ It means that experimental design is a research design that is used to find the effect of one variable to another.

The researcher used quasi experimental research design. Quasi experimental design is a research design that includes assignment, but not random assignment of participants to groups. This is because the experimenter cannot artificially create groups for the experiment.² It means that we do not have the opportunity for random assignment of students to special groups in different conditions, it would disrupt the classroom teaching and learning process.

¹Donald Ary, *Introduction to Research in Education Eighth Edition*, (Canada: Nelson Education, Ltd, 2010), p. 301

²John W. Creswell, *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research 4th Ed*, (Boston: Pearson Education, 2002), pp. 309-310

In this case the reseacher selected two classes, first class as an experimental class and second class as a control class. The reseacher used pre-test and post-test group design.³ The research design can be presented as follows:

Table 2
The Research Design

Experimtal class	Pre-test	Treatment by using clustering technique	Post-test
Control class	Pre-test	Treatment by using translation technique	Post-test

The reseacher used two classes, first class as an experimental class and the second class as a control class. The students given pre-test to know their score vocabulary mastery before treatment. In the experimental class that was given treatment by using clustering technique and the control class that was taught by using the translation technique. The post-test was given to know their score vocabulary mastery after the treatment was done. The pre-test and post-test were conducted for experimental class and control class.

B. The Variable of the Research

A variable was characteristic or attribute of an individual or an organization that the researcher can measure or observe and varies among individuals or organization study.⁴ There are two variables in this research namely: independent variable and dependent variable. Independent variable is variable selected by the writer to determine their effect on the relationship with the dependent variable. The dependent

³ *Ibid*

⁴ John W. Creswell, *Op.Cit.*, p. 112

variable is a variable which is observe and measure to determine the effect of the independent variable.⁵ There were two variables in this research, they were:

1. Independent variable

The independent variable in this research is clustering technique as variable (X).

2. Dependent variable

The dependent variable in this research is the students' vocabulary mastery as variable (Y).

C. Operational Definition of Variable

The operational definition of variable is use to describe the characteristics of the variable investigated of the researcher as follows:

1. **The Independent Variable (X)**

Clustering technique is making a visual map or association that always thinking more creatively and to begin without clear ideas. The researcher used clustering technique in teaching vocabulary mastery of descriptive text.

2. **Dependent Variable (Y)**

The students' vocabulary mastery is the students' ability to use or understand the types of vocabulary including noun, verb and adjective with aspect such of vocabulary mastery as word meaning, word use word formation, and word grammar. Focused on descriptive text with the topics of people, tourism place and historical place.

⁵Jack R. Fraenkel and Norman R. Wallen, *How to Design and Evaluate Research in Education*, (New York: McGraw Hill, 2008), p. 42

D. Population, Sample, and Sampling Technique

1. Population of the Research

According to Creswell, population is group of individuals who have the same characteristic.⁶ In other words, population is a number of groups interest to the students, a number of groups which she or he would like to find out results of the study be report. In this research the population was all students of the tenth grade of SMA Muhammadiyah Gisting in the academic year of 2017/2018. The researcher took the students of tenth grade, which consist of 5 classes and there are 177 students.

Table 3
The Total Numbers of the Students at the Tenth Grade of SMA Muhammadiyah Gisting in Academic Year of 2017/2018

Class	Genders		Total
	Male	Female	
X IPA 1	17	18	35
X IPA 2	20	16	36
X IPS 1	18	17	35
X IPS 2	16	19	35
X IPS 3	17	19	36
Total of the students	88	88	177

Source: The data of documentation at the tenth grade of SMA Muhammadiyah Gisting in Academic Year of 2017/2018.

2. The Sample of the Research

A sample is a sub-group of the target population that the researcher plans to study for generalizing about the target population.⁷ It can be elaborated that sample is a group of individuals as a part of population which is choose as representative data of the

⁶Jhon W. Creswell, *Op, Cit.*,p.142

⁷*Ibid*

whole population. Based on the definition above, sample is the several of population that represents the population that was research. In this research, the researcher takes two classes, one as experimental class and the other as control class.

3. Sampling Technique

In this research, the researcher used cluster random sampling technique. Cluster random sampling is a probability sampling technique that randomly selects and uses whole naturally occurring groups such as intact classrooms or entire voting precincts as the samples (clusters).⁸ The researcher used this sampling because all the classes are homogeneous and the researcher taken two classes. One class is as an experimental class and one class is as a control class. There were three procedures to take the classes as sample:

1. First, the name of each class is written in small piece of paper.
2. Then, these pieces of paper are rolled and put into a box.
3. After that, the box shakes until two of the rolled-paper out of box to experimental class and to control class.

E. Data Collecting Technique

In collecting the data, the researcher used tests as a technique to collecting the data. According to Donald a test is a set of stimuli presented to an individual in order to elicit responses on the basis of which a numerical score can be assigned.⁹ Based on

⁸ Donald Ary,*et.al.*, *Op.Cit.*, p.637

⁹ *Ibid*, p. 201

the definition, the researcher used test to collect the data. The test were pre-test and post-test. To know about the students' vocabulary mastery through clustering technique, the researcher used vocabulary test where the students answered the multiple choice questions given. The researcher conducted several tests to collect the data. They were:

1. Pre-test

Pre-test is conducted to know the students' vocabulary mastery before the treatment. It was done in control class and experimental class to find out the students' quality before treatment.

2. Post-test

Post-test is conducted to know the students' vocabulary mastery after the treatment. The topics tested in the post-test is the same as those in the pre-test, because both of them is used to measure the students' vocabulary mastery and to know whether there is positive influence of using Clustering Technique towards students' vocabulary or not.

F. Instrument of the Research

According to Margono, the research instrument is defined as a tool of data collecting that has to be planned well and designed in various form to get empirical data as it is in reality.¹⁰ Research Instrument is anything used to collect data.¹¹ In this research,

¹⁰ S. Margono, *Metodology Penelitian Pendidikan*, (Jakarta: Rineka Cipta, 2014), p. 155

¹¹ James B. Schreiber, Kimberley Asner-Self, *Educational Research*, (New-Bakerville: John Wiley and Sons, Inc, 2011), p. 126

the instrument is vocabulary test. The researcher gave test in form of multiple choice tests that consists of try-out, pre-test and post-test. Try out test to know how the quality of the test which used as the instrument of the research. The total number of the try-out test for pre-test were 40 items and try-out for post-test were 40 items with four alternative options (a, b, c, and d) with four aspects of vocabulary such as word meaning, word use, word form and grammar consist of noun, verb, and adjective. The try out administered about 60 minutes. The specification of try out test as follows:

Table 4
The Specification of Try Out for Pretest and Posttest for Vocabulary Test Before Validity Test

Aspect of Vocabulary	Subjects	Item Number					
		Pretest			Posttest		
		Even	Odd		Even	Odd	
	Noun	4, 24	1, 7		4, 8	1, 23	
	Verb	22, 26	5, 23		2, 26	5	
	Adjective	6, 10	3, 27		6, 22	3, 9	
	Noun	30, 38	31, 39		30, 38	31, 39	
	Verb	32, 34	33, 35		32, 34	33, 35	
	Adjective	40, 36	29, 37		40	29, 37	
	Noun	14, 16	9, 11		16, 18	11, 13	
	Verb	18	13		12, 20	19, 25	
	Adjective	8, 12	15, 17		10, 14	15, 17	
	Noun	28	25		36	21	
	Verb	20	19		24	7	
	Adjective	2	21		28	27	
Total		20	20	40	20	20	40

Based on the table 4 above, the pretest items before validity with four aspects: word meaning, word use, word combination and word grammar. In aspect word meaning are 12 items consisting of 6 even numbers and 6 odd numbers. Besides, in the aspect

word use there are 12 items consisting of 6 even numbers and 6 odd numbers. In aspect word formation are 10 items consisting of 5 even numbers and 5 odd numbers. The aspect word grammar are 6 items consisting of 3 even numbers and 3 odd numbers. The total of the pretest before validity are 40 items with 25 even numbers and 25 odd numbers. The posttest items, in aspect word meaning are 11 items consisting of 6 odd numbers and 5 even numbers. Besides that, in aspect word use are 11 items consisting of 5 odd numbers and 6 even numbers. In aspect word formation are 12 items consisting of 6 odd numbers and 6 even numbers. The aspect word grammar are 6 items consisting of 3 odd numbers and 3 even numbers. The total of the posttest item before validity are 40 items with 20 odd numbers and 20 even numbers.

Table 5
The Specification of Pretest for Vocabulary Mastery After Validity Test

Aspect of Vocabulary	Subjects	Item Number		
		Pre-test		
		Even	Odd	
	Noun	4	3	
	Verb	-	17	
	Adjective	10	9	
	Noun	12	13	
	Verb	16	-	
	Adjective	18	11, 15	
	Noun	8	1	
	Verb	6	-	
	Adjective	-	5, 7	
	Noun	14	-	
	Verb	-	19	
	Adjective	2, 20	-	
Total		10	10	20

Based on the table 5, the pretest items after validity with word meaning consisting are 5 items of 2 even numbers and 3 odd numbers. The word use consisting are 6 items of 3 even numbers and 3 odd numbers. After that, the word formation consisting are 5 items of 2 even numbers and 3 odd numbers. The word grammar consisting are 4 items of 3 even numbers and 1 odd number. The total of the pretest item after validity are 20 items with 10 odd numbers and 10 even numbers.

Table 6
The Specification of Posttest for Vocabulary Mastery After Validity Test

Aspect of Vocabulary	Subjects	Item Number		
		Post-test		
		Even	Odd	
	Noun	4, 12	3	
	Verb	-	17	
	Adjective	16, 18	9	
	Noun	20	21, 11	
	Verb	-	-	
	Adjective	22	-	
	Noun	8	1	
	Verb	6	-	
	Adjective	10	5, 7	
	Noun	14	13	
	Verb	-	19	
	Adjective	2	15	
Total		11	11	22

Based on the table 6 above, the posttest items after validity with word meaning consisting are 7 items of 4 even numbers and 3 odd numbers. The word use consisting are 5 items of 2 even numbers and 3 odd numbers. After that, the word formation consisting are 6 items of 3 even numbers and 3 odd numbers. The word

grammar consisting are 5 items of 2 even numbers and 3 odd numbers. The total of the pretest item after validity are 22 items with 11 odd numbers and 11 even numbers.

G. Research Procedure

There were three procedures that was done by the reseacher, they were:

1. Planning

Before the researcher applies the research procedure, the researcher made some plannings to run the application well. There were some steps that should be planned by the researcher. The procedure of making planning of this research can be seen as follows:

a) Determining the Subject

The researcher determined the subject, in this phase the researcher chose the tenth grade students of SMA Muhammadiyah Gisting as the subject of the research, one class was as the experimental class and the other one was as the control class. Experimental class was taught by clustering technique and control class was taught by translation technique.

b) Preparing the Try-out

The try out administered to know the quality of the test. The researcher prepared a kind of test (called try out) for pre-test and post-test was given to students. The total number of the test is 40 items. Then, the researcher evaluated the test items to get good items that used in pre-test and post-test.

c) Preparing the Pre-test

The researcher prepared a kind of test (called pre-test) that was given to the students. The pre-test is given to know the students' vocabulary mastery before being given the treatment. The researcher used the test instrument which has already been tried out and validated.

d) Determining the Material to be Taught

After giving pre-test to the students, the researcher determined the material to be taught to the students. The researcher chose the appropriate materials based on the syllabus. There were three meetings by using different materials related to vocabulary comprehension.

e) Preparing Post-test

The researcher prepared a kind of test (called post-test) that was given to the students. The post-test was given to know the students' vocabulary mastery after being given the treatment.

2. Application

After making the planning, the researcher tried to apply the research procedure that had been already planned. They were some steps in doing this research:

a. In the first meeting, the researcher gave try-out to the class that was not chosen.

The test was multiple choices that consist of 40 items for try-out pre-test and 40 items for try-out post-test with four alternative options answers is a, b, c and d. Try-out test was given in try-out class to evaluate the test items before used to pre-test and post-test items.

- b. In the second meeting, the researcher gave the pre-test to the experimental class and control class. The test was multiple choices with 4 options a, b, c or d. The total number of the test was determined by the validity and reliability analysis of the try-out. After being determined by the validity and reliability, there were 20 questions for pre-test.
- c. In the third, fourth, fifth, sixth, seventh, eighth meetings, the researcher conducted the treatment in experimental class and control class; three times in experimental class and three times in control class; in experimental class the researcher conducted treatment by using Clustering Technique and control class using Translation Technique.
- d. In the last meeting, the researcher gave post-test to the experimental class and control class. The test was multiple choices with 4 options a, b, c or d. The total number of the test items was determined by the validity and reliability analysis of the try-out. After being determined by the validity and reliability, there were 22 questions for post-test.

3. Reporting

The last point was done the research procedure id reporting. There were three steps were done in reporting. The steps were as follows:

- a. Analyzing the data that were already received from try-out test.
- b. Analyzing the data that were already received from pre-test and post-test.
- c. Making a report on the findings.

H. Scoring System

Before getting the score, the researcher determined the procedure to be used in scoring the students' work. In order to do that, the researcher used Arikunto's formula. The ideal highest score is 100. The score of pre-test and post-test calculated by using the following formula: $S = \frac{r}{n} \times 100$

Notes:

S : The score of the test

r : The total of the right answer

n : The total items

I. Validity and Reliability of the Test

1. Validity of the Test

Validity is defined as the extent to which scores on a test enable one to make meaningful and appropriate interpretations.¹² It means that validity is a measurement which shows the levels of validity or the real of the instrument. A valid instrument has a good validity. To measure that the test has good validity, the researcher used the content validity and construct validity.

a. Content validity

Best and Khan said that content validity refers to the degree to which the test actually measure or is specifically related to the traits for which it was design, content, validity is based upon the careful examination of course textbooks, syllabus, objectives, and the judgments of subject matter specialists.¹³ It means that the content

¹²Donald Ary, et.al., *Op.Cit.*, p. 224

¹³John W. Best and James V. Khan, *Research in Education Seventh Edition*, (New Delhi: PrenticeHall, 1995), p. 219

validity is based on the material, and the material is agreement with the objectives of learning in the school which it is based on the syllabus, because the test must be able to measure the students' vocabulary mastery ability at the tenth grade of senior high school.

b. Construct validity

Construct validity is needed to the measuring instrument that have some indicators to measure on aspect or construct.¹⁴ In other word, construct validity is just like a concept, both of them are abstraction and generalization that need to be define so clearly that can measure and examine. Therefore construct validity is focus on kind of the test that used to measure the ability. In this section, the researcher consulted the test to the English teacher of SMA Muhammadiyah Gisting to check whether the specification vocabulary mastery and items number and had been fixed. After the reseacher consulted the test with the teacher, she said that the vocabulary test material was suitable for the students level.(See Appendix 7)

c. Item Validity

The reseacher gave some questions to know valid or not the questions that gave the students. The item validity used to measure the validity of the test items. In this case, the reseacher used ANATES to calculated the data obtained from the try-out to find the item validity of each item.

¹⁴*Ibid*

2. Reliability of the test

Reliability is a measuring instrument. Ary states that reliability of a measurement is the degree of consistency with which it measures whatever it is measuring.¹⁵ A good test must have high validity. This can be done by examining the students' vocabulary test to know the reliability of the test. The next step is to compute the reliability of the test.

According to Fraenkel and Wallen, reliability refers to the consistency of the scores obtained how consistent they are for each individual from one administration of an instruments to another and from one set of items to another.¹⁶ Reliability refers to the consistency of the test. The researcher used *Anates* to reliability of test. *Anates* can help analysis of item quickly, easy and accurately. *Anates* is necessary in the research to assess the good instrument or not. The criteria of reliability test are:¹⁷

Table 7
The Level of Reliability

0.00 – 0.200	Very low reliability
0.200 – 0.400	Reliability is low
0.400 – 0.600	Medium reliability
0.600 – 0.800	Reliability is high
0.800 – 1.00	Reliability is very high

From the criteria of reliability above, it can be drawn a conclusion that the result obtained in the *Anates* of reliability that reliability test in vocabulary mastery for pre-

¹⁵Donal Ary, *Op.Cit.*, p.236

¹⁶Jack R. Fraenkel and Norman E. Wallen, *How to Design and Evaluate Research in Education Seventh Edition*, (New York: Mc Graw-Hill, 2009), p. 154

¹⁷Suharimi Arikunto, *Prosedure Penelitian Suatu Pendidikan Praktik*, (Jakarta: Rineka Cipta, 2010), p. 310

test has a high reliability because the result of the reliability is 0.75 and the result of post-test was 0.82. The researcher concluded that the degree of the level of reliability of the students was high reliability. It can be seen in Appendix 5.

J. Data Analysis

To analyze the data, the researcher used parametric statistic. In the parametric statistic, there were assumptions which must be fulfilled; they were normality and homogeneity test.

1. Fulfillment of the Assumptions

a. Normality Test

The normality test is used to know whether the data in the experimental class and control class are normally distributed or not. In this reserach, the researcher used statistical computation by using SPSS (*Statistical Package for Social Science*) for normality.

The hypotheses for the normality test are formulated as follows:

H_0 : The data are normally distributed.

H_a : The data are not normally distributed.

While the criteria of acceptance or rejection of normality test are as follows:

H_0 accepted if $\text{Sig.} > 0.05$

H_a accepted if $\text{Sig.} < 0.05$

b. Homogeneity Test

Homogeneity test used to determine whether the data obtained from the sample homogeneous or not. In this research, the researcher used statistical computation by using SPSS for homogeneity of test. The test of homogeneity employing Levene statistical test.

The hypotheses for the homogeneity tests are formulated as follows:

H_0 : The variances of the data are homogeneous

H_a : The variances of the data are not homogeneous

While the criteria of acceptance or rejection of homogeneity test are as follows:

H_0 accepted if $\text{Sig.} > 0.05$

H_a accepted if $\text{Sig.} < 0.05$

2. Hypothetical Test

If the fulfillment of the assumptions normally test and homogeneity test are fulfilled, the researcher used independent sample t-test. In this case, the researcher used statistical computation by using SPSS for hypothetical of test. The purpose of using SPSS in this research is to practicality and efficiency in the study.

The hypothesis are:

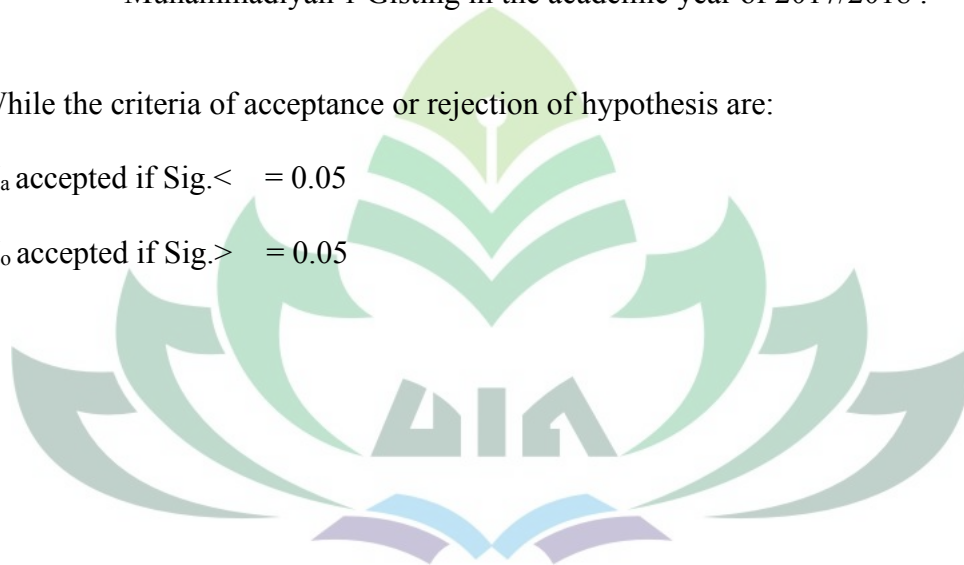
H_a : There is an effectiveness of using clustering technique to teach vocabulary to the students at the first semester of tenth grade of SMA Muhammadiyah 1 Gisting in the academic year of 2017/2018.

H_o : There is no effectiveness of using clustering technique to teach vocabulary to the students at the first semester of tenth grade of SMA Muhammadiyah 1 Gisting in the academic year of 2017/2018 .

While the criteria of acceptance or rejection of hypothesis are:

H_a accepted if $\text{Sig.} < = 0.05$

H_o accepted if $\text{Sig.} > = 0.05$



CHAPTER IV RESULT AND DISCUSSION

A. Result of the Research

1. Result of the Pre-test

At the first meeting the researcher conducted pre-test in order to find out the previous student' vocabulary mastery. The pre-test was administered on Tuesday, September 5th, 2017 at 09.00 am–10.00 am for the X IPS 1 as the experimental class and at 12.15 pm–13.15 pm for class X IPS 2 as the control class. The scores of the students' vocabulary mastery that were tested in pre-test can be seen in Figure 1 and 2.

a. Result of Pre-Test in Experimental Class

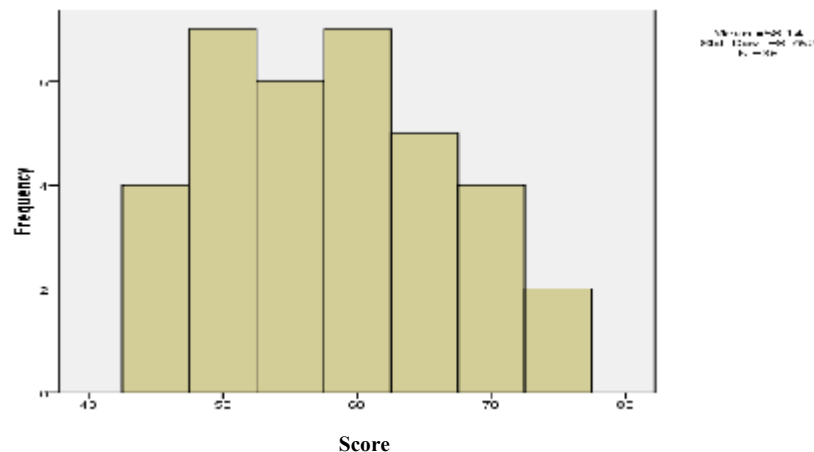


Figure 3
The Result of Pre-Test of Experimental Class

Based on the figure 1, it could be seen that there was 4 students who got 45 score, 7 students who get 50 score, 6 students who get 55 score, 7 students who got 60 score, 5 students who got 65 score, 4 students who got 70 score, 2 students who got 75 score. It can be seen that the highest score of pre-test of experimental class was 75 and the lowest score 45. The researcher also showed mean of pre-test in experimental class was 58.14, standard deviation was 8.752 and the total of students (N) was 35.

b. Result of Pre-Test in Control Class

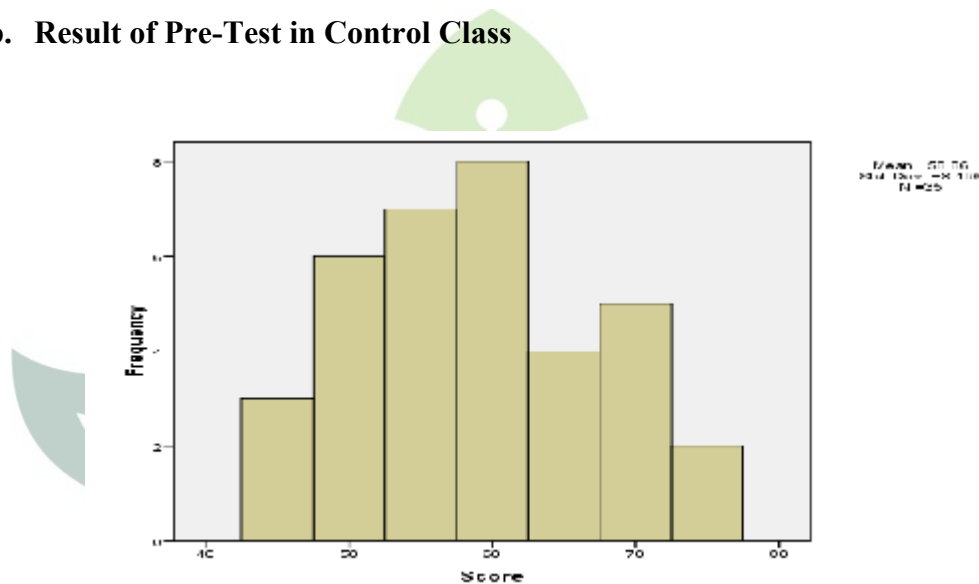


Figure 4
The Result of Pre-Test of Control Class

Based on figure 2, it could be seen that was 3 students who got 45 score, 6 students who got 50 score, 7 students who got 55 score, 8 students who got 60 score, 4 students who got 65 score, 5 students who got 70 score, and 2 students who got 75 score. It can be seen that the highest score of pre-test of control class was 75 score

and lowest score was 45. The researcher also showed mean of pre-test in control class was 58.86, standard deviation was 8.496 and the total of students (N) was 35.

2. Result of the Post-test

After conducting three meetings of treatments the researcher conducted the post-test to the sample. The researcher conducted post-test in order to see whether the students' score increased or not. The post-test was conducted on Saturday, September 16th, 2017 at 09.30 am–10.30 am for the X IPS 1 as the experimental class and at 12.30 pm–13.30 pm for class X IPS 2 as the control class. The scores of the students' vocabulary mastery that were tested in pre-test can be seen in Figure 3 and 4.

a. Result of Post-Test in Experimental Class

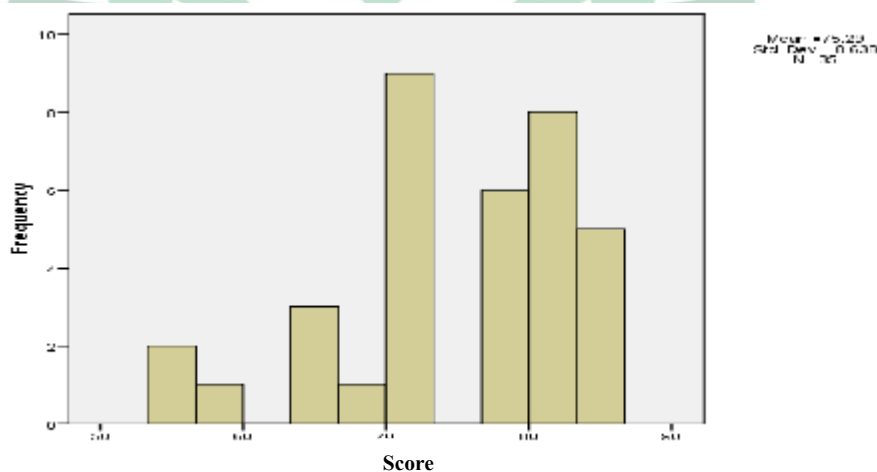


Figure 5
The Result of Post-Test of Experimental Class

Based on the figure 3, it could be seen that three was 2 students who got 55 score, 1 student who got 59 score, 3 students who got 64 score, 1 student who got 68 score, 9

students who got 73 score, 6 students who got 77 score, 8 students who got 82 score, 5 students who got 86 score. It can be seen that the highest score of post-test of experimental class was 86 score and lowest score was 55. The researcher also showed mean of post-test in experimental class was 75.29, standard deviation was 8.638 and the total of students (N) was 35.

b. Result of Post-Test in Control Class

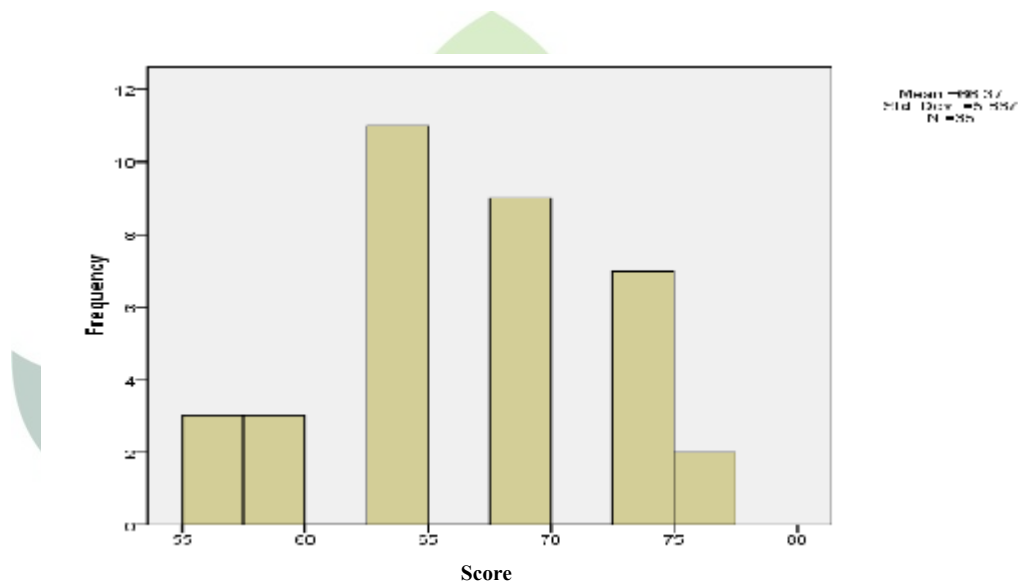


Figure 6
The Result of Post-Test of Control Class

Based on the figure 4, it could be seen that three was 3 students who got 55 score, 3 students who got 59 score, 11 students who got 64 score, 9 student who got 68 score, 7 students who got 73 score, 2 students who got 77 score. It can be seen that the highest score of post-test of control class was 77 score and lowest score was 55. The

researcher also showed mean of post-test in experimental class was 66.37, standard deviation was 5.867 and the total of students (N) was 35.

3. Gain Score

The researcher got gain score from posttest score – pretest score. Gain score was used to analyze normality, homogeneity and independent T-test. If gain score in this manner possitive gain score indicates that posstest score was higher than pretest score, a negative gain score indicates that the posstest score was less than pretest score. This is detail score pre-test, post-test and gain in experimental class and control class. (see Appendix 4).

B. Result of Data Analysis

After collecting the data, the researcher analyzed the data by using independent t-test. There were two assumptions that must be done before the researcher analyzed the data by using independent t-test.

1. Fulfillments of the Assumsition

a. Result of Normality Test

The normality is used to know whether the data, in experimental and control class, has the normal distribution or not. In this research, the researcher used statistical computation by using SPSS (*Statistical Program for Social Science*). The hypotheses for the normality test are formulated as follows:

H_0 : the data are normally distributed

H_a : the data are not normally distributed.

While the criteria of acceptance or rejection of normality test are as follows:

H_0 is accepted if $\text{Sig} (P_{\text{value}}) > \alpha = 0.05$

H_a is accepted if $\text{Sig} (P_{\text{value}}) < \alpha = 0.05$

Table 8
The Normality Test of Experimental and Control Class

Class		Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Gain	Experimental	.135	35	.120	.950	35	.125
	Control	.138	35	.099	.955	35	.169

a. Lilliefors Significance Correction

Based on the Table 4, it can be seen that Sig. (p_{value}) for experimental class was 0.125 and Sig. (p_{value}) for control class was 0.169 and $\alpha = 0.05$. It means that $\text{Sig.} (p_{\text{value}}) > \alpha$ and H_0 is accepted. The conclusion is the data are in the normal distribution. It is calculated based on the gain of the experimental and control class.

b. Result of Homogeneity Test

After the researcher got the conclusion of normality test, the researcher did the homogeneity test to know whether the data is homogeneity or not. The researcher used Levene Test using SPSS (*Statistical Program for Social Science*) 16.00. The hypotheses for the homogeneity test are formulated as follows:

H_0 = The variances of the data are homogenous

H_a = The variances of the data are not homogenous

While the criteria for the homogeneity test are as follows:

H_0 is accepted if $\text{Sig. (p}_{\text{value}}) > \alpha = 0.05$

H_a is accepted if $\text{Sig. (p}_{\text{value}}) < \alpha = 0.05$

Table 9
The Homogeneity Test of Experimental and Control Class

	Levene Statistic	df1	df2	Sig.
Gain Based on Mean	2.418	1	68	.125

Based on the Table 5, it can be seen that $\text{Sig. (P}_{\text{value}})$ based on mean was 0.125, and $\alpha = 0.05$. It means that $\text{Sig. (P}_{\text{value}}) > \alpha$ and H_0 is accepted. The conclusion is that the data have same variance or homogenous. It is calculated based on the gain of the experimental and control class.

2. The Result of Hypothetical Test

After the researcher knew that the data are normal and homogeneous, the data was analyzed by using independent sample t-test in order to know the significance of the treatment effect.

The hypotheses are :

H_a : There is an effectiveness of using clustering technique to teach vocabulary to the students at the first semester of tenth grade of SMA Muhammadiyah Gisting in the academic year of 2017/2018.

H_o : There is no effectiveness of using clustering technique to teach vocabulary to the students at the first semester of tenth grade of SMA Muhammadiyah Gisting in the academic year of 2017/2018.

While the criteria for acceptance or rejection of the hypothesis are:

H_o is accepted if $\text{Sig. (P}_{\text{value}}) > \alpha = 0.05$

H_a is accepted if $\text{Sig. (P}_{\text{value}}) < \alpha = 0.05$

Table 10
The Result of Hypothetical Test

t	df	Sig. (2-tailed)
8.817	68	.000

Based on the results obtained in the table 6, it is clear that the value of significant generated $\text{Sig. (P}_{\text{value}})$ or Sig. (2-tailed) of the equal variance assumed = 0.00, and $\alpha = 0.05$. It means that $\text{Sig. (P}_{\text{value}}) < \alpha = 0.05$. So, H_o is rejected and H_a is accepted. Based on the computation, it can be concluded that there was a significant effectiveness of using clustering technique to teach vocabulary to the students at the first semester of tenth grade of SMA Muhammadiyah Gisting in the academic year of 2017/2018.

C. Discussion

Vocabulary is an essential component of language learning especially in English. Thornbury states that without grammar very little can be conveyed, without vocabulary nothing can be conveyed. In addition, Allah has explained in the quran surah Al-Baqarah verse 31 that “And He taught Adam the names of all things: then He placed them before the angels, and said: “Tell me the names of these if ye are right.” It can be conclude that learning can started with learning of vocabulary. Learning vocabulary will be able to develop a vocabulary of students especially English. Mastering English vocabulry either oral or writing will develop English skills in the others.

Teaching vocabulary is an activity where the teacher gives the students’ knowledge about vocabulary and how to use it in daily life. Teaching vocabulary is not easy to do. There were some problems encountered by the researcher during the teach vocabulary in the classroom; the first they are not interested in learning and the second the students difficulties to develop their vocabulary.

Clustering technique is ones of the technique that can help the students to develop their vocabularies. Moreover, the clustering technique can stimulus their mind. Langan said that clustering also known as diagramming or mapping, is another technique that can be used to generate material for a paper. This technique is helpful

for students to develop their vocabulary mastery. In clustering, you use line, boxes, arrows and circle to show relationships among the ideas and details that occur to you.

According to Smalley and Mary sates that the procedure of using clustering technique were; the first you write the topic in the middle of a blank of paper and draw a circle around it. Then draw a line out from the circle and write an idea associated with the topic. Continue to map or cluster until you cannot think of any more ideas.

Clustering technique helped the studnets easier to understand the material. The students were more interested and making students think creatively in learning English especially vocabulary mastery. It was supported by the previous research conducted by Surya about the improving students' English vocabulary through clustering technique (a classroom action research at the second grade students' of SMP Al-Kautsar BKUI Jakarta). The result of his research was 81.8% of the students can reach values >70 and has achieved the minimum passing criterion (KKM).

The research result has shown that there was effectiveness of using clustering technique to teach vocabulary mastery. It can be seen from the pre-test and post-test, the mean of pre-test was 58.14 and post-test was 75.29. It meas that the improvement was in the experimental class.

Based on the testing hypothesis, the result of the calculation by using SPSS version 16.00 of the independent sample test, Sig.(P_{value}) was 0.000 and $\alpha = 0.05$. It means

that $\text{Sig. } (p_{\text{value}}) < \alpha = 0.05$ and alternative hypothesis (H_a) is accepted. From the explanation above, it can be concluded that there was an effectiveness of using clustering technique to teach vocabulary to the students at the first semester of the tenth grade of SMA Muhammadiyah Gisting in the academic year of 2017/2018.



CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the research that was conducted in SMA Muhammadiyah Gisting in the academic year of 2017/2018, the researcher might draw conclusions as follows:

In the previous chapter the researcher had analyzed the data statistically. Based on the statistically analysis, There is a effectiveness of using clustering technique to teach vocabulary to the students at the tenth grade of SMA Muhammadiyah Gisting in the academic year of 2017/2018. The effectiveness can be seen from Sig. (2-tailed) of the equal variance assumed in the independent sample test table where the Sig. (2-tailed) is 0.000. It is lower than $\alpha = 0.05$ and it means H_0 is rejected and H_a is accepted.

By using clustering technique, the students become more focus in the process of teaching and learning English, especially vocabulary mastery. Therefore, the use of clustering technique in teaching learning process could make the situation in the class more enjoyable, in which this technique could help the students in developing their ideas or their vocabulary mastery. It is supported by the students' score; they received higher score after the reseacher gave the treatment by using clustering technique as a technique in learning vocabulary mastery. In other words, there was an effectiveness

of using clustering technique to teach vocabulary to the students at tenth grade of SMA Muhammadiyah Gisting in the academic year of 2017/2018.

B. Suggestion

Based on the conclusion above, the researcher give some suggestion as follow :

1. Suggestion for the teacher
 - a. Considering the technique, the suggest the English teacher will apply clustering technique as one of the ways in teaching vocabulary mastery because it can help the students in developing their ideas.
 - b. Considering the students' problem in vocabulary mastery during the treatments, suggest the English teacher should not be afraid to use new technique in teachning process as a reason studnets will be difficult to be controlled, whereas the stduents can be more relaxed, motivated and active, if the teacher uses a new techniqe in teaching process especially by using clustering technique.
2. Suggestion for the students
 - a. The students should learn harder and more seriously in learning English in order to develop their vocabulary mastery and to improve the motivation in learning English.
 - b. The students should be more active and practice their English regularly to improve their vocabulary mastery even with their friends or teachers.

3. Suggestion for the school

- a. The school should provide facility, tools and material to support the students to make better clustering technique, so that students can develop their mastery in English competency.
- b. The school should provide a program of English such as English club. The program can be an extracurricular activity for the students where the students will have opportunity to practice clustering technique in their mastery English competency.

4. Suggestion to the further research

In this research the researcher focused on the effectiveness of using clustering technique to teach vocabulary in Senior High School. Therefore, it is suggested for the further researcher may conduct this technique on different level of students, for example Elementary School or Junior High School. They can apply other English skills or kinds of texts.

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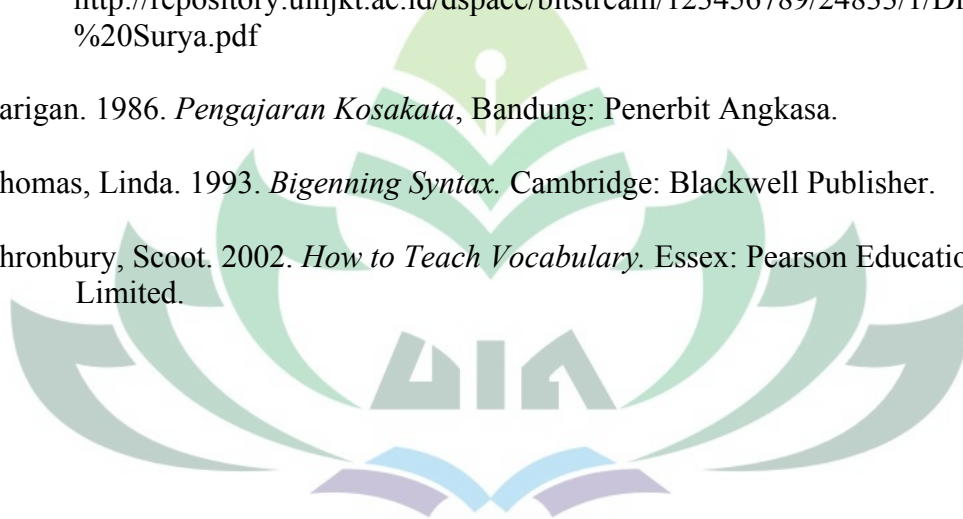
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APPENDICES



Appendix 1

THE RESULT OF INTERVIEW FOR ENGLISH TEACHER IN THE PRELIMINARY RESEARCH

No	Question	Answer	Conclusion
1	Strategi apa yang biasa mis terapkan didalam kelas untuk mengajar bahasa Inggris terutama <i>vocabulary</i> ?	Untuk sejauh ini saya tidak menggunakan strategi khusus dalam pengajaran bahasa Inggris di kelas X (Sepuluh) terutama <i>vocabulary</i> , biasanya saya mengajar siswa/i menerjemahkan kata-kata yang belum mereka ketahui dalam suatu teks.	Guru mengajar menggunakan <i>Translation Technique</i> untuk mengajar <i>vocabulary</i> di kelas X (Sepuluh) di SMA Muhammadiyah Gisting
2	Bagaimana prosedur strategi yang Mis terapkan tersebut?	Prosedurnya , pertama biasanya saya memberiakan sebuah teks tentang materi yang terkait kemudian siswa diminta untuk menerjemahkan teks tersebut. Dan siswa mencatat kata-kata yang belum mereka pahami lalu di artikan. Kemudian mereka saya bimbing untuk menghafal kata-kata yang telah diartikan tadi.	Guru memberikan teks kepada siswa setelah itu meminta siswa untuk menerjemahkan dan mencatat kata-kata yang belum mereka ketahui.
3	Adakah kesulitan yang sering Mis alami ketika mengajar <i>vocabulary</i> dengan strategi yang Mis terapkan di dalam kelas?	Kesulitan yang saya alami ketika memberikan tugas kepada siswa/i salah satunya adalah kemauan mereka yang kurang antusias untuk menghafal. Sebagian dari mereka ada yang cepat inget dengan kosa kata yang diberikan tapi juga tidak sedikit siswa/i yang masih sukar menghafal kosakta-kosakata baru yang saya berikan.	Faktor utama dari kesulitan guru mengajar adalah banyak siswa yan malas dan tidak mau berusaha lebih giat lagi.
4	Menurut Mis	Menurut saya siswa/i yang memang	Lebih banyak siswa yang

	<p>setelah strategi yang Mis terapkan kepada siswa/i, penguasaan kosakata siswa/i meningkat lebih baik?</p>	<p>pintar dan antusias sudah pasti mereka dengan mudah mengingat kosakata yang saya berikan tetapi bagi siswa/i yang memang malas mereka masih sangat kurang.</p>	<p>memiliki tingkat penguasaan koskata rendah dibandingkan dengan siswa yang memiliki kosakata yang cukup.</p>
5	<p>Sejauh ini bagaimana penilaian Mis tentang penguasaan kosakata siswa/i di dalam kelas?</p>	<p>Saya menilai siswa/i yang memang aktif dikelas, sudah sedikit lumayan pembendaharaan katanya, tetapi lebih banyak dari mereka yang hanya menguasai kosakata itu-itunya saja, hal ini bisa dianalisis ketika saya melakukan penilaian dalam aspek <i>vocabulary</i> (kosakata).</p>	<p>Nilai <i>vocabulary</i> siswa masih rendah.</p>



Appendix 2

THE RESULT OF INTERVIEW WITH THE STUDENT IN THE PRELIMINARY RESEARCH

Interviewer : Sri Astuti Andayani
Interviewee : Ahmad Rezki
Day/Date : Wednesday, August 23rd, 2017
Time/Place : 09.45 p.m/ SMA Muhammadiyah Gisting

No	Pertanyaan	Jawaban	Kesimpulan
1	Apakah anda menyukai pelajaran bahasa Inggris? Kenapa?	Saya tidak suka pelajaran bahasa Inggris karena bagi saya belajar bahasa Inggris itu susah dan membosankan.	
2	Bagaimanakah cara guru bahasa Inggris mengajar dikelas?	Menerangkan materi lalu memberi contoh. Guru juga sering meminta siswa menyalin, mengerjakan tugas, latihan berbicara menggunakan bahasa Inggris, diberi pekerjaan rumah dan lain sebagainya.	
3	Kesulitan apa yang sering ditemukan dalam belajar bahasa Inggris khususnya ketika belajar kosa kata (<i>vocabulary</i>)?	Arti sama bahasa Inggrisnya itu susah untuk diingat karena tulisan dan bacaanya berbeda	
4	Hal apa yang anda sukai dan tidak anda sukai dalam belajar bahasa Inggris?	Saya suka belajar bahasa Inggris karena gurunya yang baik, akan tetapi saya tidak suka dengan pelajaran bahasa Inggris, terlebih ketika ada hafalan <i>vocabulary</i> .	
5	Sebagai seorang siswa, bagaimana menurut anda tentang system atau cara guru dalam mengajar bahasa Inggris sehingga siswa dapat merasa senang dan dapat meningkatkan nilai bahasa Inggris?	Saya lebih suka diajar oleh guru yang asik, sering diajak bercanda, dan tidak kaku kalau ngajar dikelas.	

Interviewer : Sri Astuti Andayani
 Interviewee : Dewi Aprianingsih
 Day/Date : Wednesday, August 23rd, 2017
 Time/Place : 09.55 p.m/ SMA Muhammadiyah Gisting

No	Pertanyaan	Jawaban	Kesimpulan
1	Apakah anda menyukai pelajaran bahasa Inggris? Kenapa?	Terkadang suka, terkadang tidak, karena ketika belajara bahasa Inggris itu membosankan jadi saya tidak begitu tertarik untuk belajara bahasa Inggris akan tetapi kalau materiny amudah dipahami saya jadi menyukainya.	
2	Bagaimanakah cara guru bahasa Inggris mengajar dikelas?	Menerangkan materi lalu memberi contoh. Belajar membuat kalimat atau teks sendiri, mengerjakan tugas, latihan berbicara menggunakan bahasa Inggris, diberi pekerjaan rumah dan lain sebagainya.	
3	Kesulitan apa yang sering ditemukan dalam belajar bahasa Inggris khususnya ketika belajar kosa kata (<i>vocabulary</i>)?	Kesulitan dalam belajar bahasa Inggris karena saya Cuma tahu sedikit <i>vocabulary</i> , dan kesusahan mengingat <i>vocabulary</i> yang diberikan oleh guru.	
4	Hal apa yang anda sukai dan tidak anda sukai dalam belajar bahasa Inggris?	Saya suka belajar bahasa Inggris karena gurunya yang baik, akan tetapi saya tidak suka dengan pelajaran bahasa Inggris kecuali kalau materinya mudah dipahami baru saya semangat belajarnya.	
5	Sebagai seorang siswa, bagaimana menurut anda tentang system atau cara guru dalam mengajar bahasa Inggris sehingga siswa dapat merasa senang dan dapat meningkatkan nilai bahasa Inggris?	Guru dengan sebisa mungkin membuat materi bahasa Inggris yang sulit menjadi materi yang lebih mudah dipahami siswa dengan metode yang menarik dan menyenangkan.	

Interviewer : Sri Astuti Andayani
 Interviewee : M. Galih Adi P.
 Day/Date : Wednesday, August 23rd, 2017
 Time/Place : 10.07 p.m/ SMA Muhammadiyah Gisting

No	Pertanyaan	Jawaban	Kesimpulan
1	Apakah anda menyukai pelajaran bahasa Inggris? Kenapa?	Saya tidak suka pelajaran bahasa Inggris karena menurut saya bahasa Inggris itu susah.	
2	Bagaimanakah cara guru bahasa Inggris mengajar dikelas?	Menngajarnya sama seperti guru lain, menjelaskan materi, memberi contoh, mengerjakan soal-soal, diberi pekerjaan rumah. Tidak selalu ada PR disetiap pertemuan.	
3	Kesulitan apa yang sering ditemukan dalam belajar bahasa Inggris khususnya ketika belajar kosa kata (<i>vocabulary</i>)?	Saya merasa bosan ketika belajar bahasa Inggris apalagi menulis karena <i>vocabulary</i> yang saya kuasai hanya sedikit jadi saya bingung harus apa yang harus saya tulis dan juga ketika gurunya mengajar kurang asik jadi membuat saya bosan dan tidak ada motivasi untuk belajar bahasa Inggris.	
4	Hal apa yang anda sukai dan tidak anda sukai dalam belajar bahasa Inggris?	Saya tidak suka pelajaran bahasa Inggris.	
5	Sebagai seorang siswa, bagaimana menurut anda tentang system atau cara guru dalam mengajar bahasa Inggris sehingga siswa dapat merasa senang dan dapat meningkatkan nilai bahasa Inggris?	Guru harus bisa menggunakan teknik belajar yang menyenangkan dan menarik, sehingga siswanya juga termotivasi untuk belajar bahasa Inggris.	

Interviewer : Sri Astuti Andayani
 Interviewee : M. Fikri Andika F.
 Day/Date : Wednesday, August 23rd, 2017
 Time/Place : 10.15 p.m/ SMA Muhammadiyah Gisting

No	Pertanyaan	Jawaban	Kesimpulan
1	Apakah anda menyukai pelajaran bahasa Inggris? Kenapa?	Iya, saya suka pelajaran bahasa Inggris, karena menurut saya bahasa Inggris itu menyenangkan.	
2	Bagaimanakah cara guru bahasa Inggris mengajar dikelas?	Caranya sama seperti guru lain, menjelaskan materi, memberi catatan, latihan terkadang memberi pekerjaan rumah.	
3	Kesulitan apa yang sering ditemukan dalam belajar bahasa Inggris khususnya ketika belajar kosa kata (<i>vocabulary</i>)?	Saya sulit untuk belajar bahasa Inggris itu karena <i>vocabulary</i> saya masih sedikit.	
4	Hal apa yang anda sukai dan tidak anda sukai dalam belajar bahasa Inggris?	Gurunya yang baik dan asik dalam hal penyampaian materi, sedangkan hal yang tidak saya sukai ketika banyak tugas dan disuruh hafalan <i>vocabulary</i> , karena saya susah untuk menghafal.	
5	Sebagai seorang siswa, bagaimana menurut anda tentang system atau cara guru dalam mengajar bahasa Inggris sehingga siswa dapat merasa senang dan dapat meningkatkan nilai bahasa Inggris?	Sebagai seorang guru seharusnya bisa lebih aktif dan kreatif dalam penyampaian materi sehingga siswa yang diajari lebih tertarik untuk mengikuti pelajaran dan tidak merasa bosan ketika KBM berlangsung.	

Interviewer : Sri Astuti Andayani
 Interviewee : Ana Annisa Islamy
 Day/Date : Wednesday, August 23rd, 2017
 Time/Place : 10.24 p.m/ SMA Muhammadiyah Gisting

No	Pertanyaan	Jawaban	Kesimpulan
1	Apakah anda menyukai pelajaran bahasa Inggris? Kenapa?	Tidak begitu suka dengan pelajaran bahasa Inggris, karena menurut saya bahasa Inggris itu susah.	
2	Bagaimanakah cara guru bahasa Inggris mengajar dikelas?	Caranya sama seperti guru lain, menjelaskan materi, memberi catatan, latihan terkadang memberi pekerjaan rumah juga hafalan <i>vocabulary</i> .	
3	Kesulitan apa yang sering ditemukan dalam belajar bahasa Inggris khususnya ketika belajar kosa kata (<i>vocabulary</i>)?	Saya sulit untuk belajar bahasa Inggris itu karena <i>vocabulary</i> saya masih sedikit.	
4	Hal apa yang anda sukai dan tidak anda sukai dalam belajar bahasa Inggris?	Saya suka ketika belajar dengan media <i>game</i> , karena lebih seru dan menyenangkan. Sedangkan yang tidak saya suka ketika hafalan dan menerjemahkan teks yang panjang-panjang.	
5	Sebagai seorang siswa, bagaimana menurut anda tentang system atau cara guru dalam mengajar bahasa Inggris sehingga siswa dapat merasa senang dan dapat meningkatkan nilai bahasa Inggris?	Guru seharusnya mengajar menggunakan teknik atau media yang menyenangkan sehingga siswa termotivasi untuk mengikuti pelajaran dan siswa bisa mengerti pelajaran dengan mudah, sehingga dapat meningkatkan nilai siswa.	

Interviewer : Sri Astuti Andayani
 Interviewee : Bintang Ayu Dewita
 Day/Date : Friday, August 25th, 2017
 Time/Place : 09.55 p.m/ SMA Muhammadiyah Gisting

No	Pertanyaan	Jawaban	Kesimpulan
1	Apakah anda menyukai pelajaran bahasa Inggris? Kenapa?	Iya, saya suka pelajaran bahasa Inggris. Karena menurut saya bahasa Inggris itu bahasa dunia jadi kalau kita mau keliling dunia itu jadi mudah.	
2	Bagaimanakah cara guru bahasa Inggris mengajar dikelas?	Memberi catatan, member latihan ,member hafalan <i>vocabulary</i> , member latihan menulis dan berbicara.	
3	Kesulitan apa yang sering ditemukan dalam belajar bahasa Inggris khususnya ketika belajar kosa kata (<i>vocabulary</i>)?	Saya sulit untuk belajar bahasa Inggris itu karena <i>vocabulary</i> saya masih sedikit dan pengetahuan tentang bahasa Inggris itu kurang sehingga sulit untuk mengekspresikan ide apalagi untuk berbicara di depan kelas.	
4	Hal apa yang anda sukai dan tidak anda sukai dalam belajar bahasa Inggris?	Saya suka belajar bahasa Inggris karena gurunya ayang baik dan sabar. Hal yang tidak saya sukai adalah selalu dituntut untuk hafalan <i>vocabulary</i> sebanyak-banyaknya.	
5	Sebagai seorang siswa, bagaimana menurut anda tentang system atau cara guru dalam mengajar bahasa Inggris sehingga siswa dapat merasa senang dan dapat meningkatkan nilai bahasa Inggris?	Guru seharusnya — mengajar menggunakan teknik atau media yang menarik karena dengan media secara tidak langsung siswa bisa menghafal <i>vocabulary</i> sehingga siswa mudah dalam belajar bahasa Inggris dan mengerti dengan materi yang disampaikan.	

Interviewer : Sri Astuti Andayani
 Interviewee : Zaki Mahardika
 Day/Date : Friday, August 25th, 2017
 Time/Place : 10.10 p.m/ SMA Muhammadiyah Gisting

No	Pertanyaan	Jawaban	Kesimpulan
1	Apakah anda menyukai pelajaran bahasa Inggris? Kenapa?	Tidak, karena bahasa Inggris itu sulit.	
2	Bagaimanakah cara guru bahasa Inggris mengajar dikelas?	Seperti biasa memberi catatan, member latihan ,member hafalan <i>vocabulary</i> , dan lain-lain.	
3	Kesulitan apa yang sering ditemukan dalam belajar bahasa Inggris khususnya ketika belajar kosa kata (<i>vocabulary</i>)?	kesulitannya itu karena <i>vocabulary</i> saya yang masih sedikit sehingga sulit dalam memahami pelajaran bahasa Inggris.	
4	Hal apa yang anda sukai dan tidak anda sukai dalam belajar bahasa Inggris?	Saya suka belajar bahasa Inggris karena gurunya ayang baik da sabar. Hal yang tidak saya sukai adalah ketika banyak hafalan <i>vocabulary</i> dan tugas.	
5	Sebagai seorang siswa, bagaimana menurut anda tentang system atau cara guru dalam mengajar bahasa Inggris sehingga siswa dapat merasa senang dan dapat meningkatkan nilai bahasa Inggris?	Guru seharusnya mengajar menggunakan media yang menariksehingga siswa tertarik untuk mengikuti pelajaran. Jika siswa sudah tertarik untuk belajar maka bisa jadi meningkatkan nilai siswa.	

Appendix 3

Nilai Tes Vocabulary Kelas X Semester Ganjil SMA MUHAMMADIYAH GISTING TP. 2017/2018

Kelas : X. IPA 1

No	Nama	L/P	Nilai
1	Aan Andriyanto	L	70
2	Agus Arifin	L	69
3	Akmal Dinul Hak	L	70
4	Alfian Angga R	L	69
5	Anggun Yulianti	P	64
6	Anisa Roslaini	P	64
7	Armelytha Triana K.N	P	63
8	Awalina Zaida Ummami	L	69
9	Baiya Kana M. B.	L	72
10	Binada Enjelita	P	67
11	Deni Ardiansyah	L	63
12	Dona Finasih	P	69
13	Farid Huda Prasajo	L	65
14	Holiza Sururi	P	67
15	Icha Diana P.	P	78
16	Icho Reynaldi P. N.	L	68
17	Juli Dian Putri R. W	P	70
18	Khori Nurlita	P	64
19	Luyani Oktaviani	P	67
20	M. Arrobi	L	80
21	M. Izzul Haq	L	70
22	Nabila Nawangsari	P	57
23	Naffa Lisa R.	P	77
24	Nissa Afrillia	P	72
25	Nur Khasanah Sahara	P	72
26	Puput Ulandari	P	72
27	Rafat Pamungkas	L	76
28	Rendi Pradipta	L	70
29	Rizal Hamdi Ramadan	L	76
30	Safi Ara Diansyah	L	77
31	Sifahan Aji Fathurrozi	L	72
32	Siska Wati	P	76
33	Wendi Hendrawan	L	80
34	Naisatul I.	P	72
35	Farid Aby Wistyo	L	70

Kelas : X. IPA 2

No	Nama	L/P	Nilai
1	Abdul Azis K.	L	81
2	Aditya Fatmandadika	L	80
3	Agista Dwi Yanti	P	50
4	Ahmad Rezki	L	72
5	Ahmad Zaini	L	65
6	Aina Rodhotul Z.	P	67
7	Andrean Zida P.	L	69
8	Ardi Gumilang	L	75
9	Devita Sari	P	65
10	Dewy Aprianingsih	P	65
11	Dicky Wahyudi	L	54
12	Dita Imelda	P	63
13	Epa Pitriyani	P	70
14	Farid Fahrudin	L	59
15	Ferdi Julianda	L	51
16	Ferli Setiawan	L	72
17	Laksmiana Putra Davi	L	59
18	Leonyca	P	64
19	M. Adjie Prayoga	L	69
20	M. Dzikri Imanullah	L	70
21	M. Zacky Alfana	L	49
22	Meira Wulandari V.	P	59
23	Nabil Mighty P.	L	82
24	Raeli Dwi M.	P	52
25	Rahma Pratiwi	P	52
26	Restu Faza A.	L	67
27	Revika Feby A.	P	77
28	Rifky P.	L	59
29	Riski Arto R.	L	64
30	Salisana Dhofah	P	67
31	Septian Farid F.	L	69
32	Tazkiyah Sofia Putri	P	71
33	Tri Ramadani	L	67
34	Umi Felia S.	P	64
35	Windu Wulantika	P	70

Kelas : X. IPS 1

No	Nama	L/P	Nilai
1	Ahmad Danni S.	L	70
2	Alfi Asstidqi	L	54
3	Ana Annisa Islamy	P	62
4	Defy Mella Setiawati	P	46
5	Dekky Jefendra	L	62
6	Deva Asista L.	P	72
7	Dinda A.	P	48
8	Ervandi A.	L	54
9	Ferdianto	L	48
10	Hasan Yulianto	L	42
11	Ifan Setiawan	P	76
12	Ivan Novandi	L	54
13	Jasca Richter Y.	P	58
14	Laduna Jundi G.	L	44
15	Lisa Restiana	P	56
16	M. Fikri Andika F.	L	54
17	M. Fitra L.	L	56
18	M. Galih Adi P.	L	82
19	M. Muslikhan	L	50
20	Maya Aulia	P	75
21	Menik Al Syara	P	54
22	Mita Ktiana Sari	P	77
23	Monic Salsa Fira	P	56
24	Mutiara Dwi Aulia	P	50
25	Nadya Vika Wirasasti	P	38
26	Nana Panduwinata	P	56
27	Octary Tauvita	P	46
28	Putri Ayu Saskia	P	77
29	Putri Oktaviana	P	58
30	Reza Yuda D.	L	50
31	Tito Nur Seto	L	76
32	Trio Nanang Prayoga	L	70
33	Wanto Kurnaen	L	46
34	Willam Mentari	P	46
35	Zahrotun Nisa	P	60

Kelas : X. IPS 2

No	Nama	L/P	Nilai
1	Adit Taufik	L	78
2	Aldi Setio Prayogo	L	48
3	Anastasya Dwi Novita	P	56
4	Anggun Jantika	P	44
5	Arinta Ayu Tiranti	P	58
6	Azis Mukti Pangestu	L	48
7	Bintang Ayu D.	P	50
8	Dani Prastyo	L	46
9	Dedeh Bela Marisa	P	56
10	Dewi Nawang Sari	P	44
11	Dwi Handayani	P	56
12	Eggy Irawan	L	74
13	Egi Listyani	P	46
14	Excel Arya Pratama	L	48
15	Femmy Anggraini	P	46
16	Gibran Syailendra	L	77
17	Gilang Sahri R.	L	74
18	Gilang Saputra	L	62
19	Hafiddhah Qurrota'an	P	76
20	Ixdes Mega Intria A.	P	56
21	Jeni Diana Erlinda	P	60
22	Kusmiyati	P	60
23	Lares Rivaldi	L	48
24	Luxky Rial Allukman	L	72
25	M. Ghaulan Zakia	L	48
26	M. Ikhsan Maulana	L	80
27	Merri Andani	P	50
28	Mufidah Nur Aulia	P	50
29	Nurul Evawati	P	75
30	Puji Nurhayati	P	70
31	Putri Anuasmara	P	48
32	Rahman Darmanto	L	70
33	Rohma Okta Viana	P	74
34	Wahyudin Ramdani	L	48
35	Yudis Setiawan	L	70

Kelas : X. IPS 3

No	Nama	L/P	Nilai
1	Aditya Renaldi	L	74
2	Adrian Okviantoro	L	70
3	Afriliyani	P	48
4	Alazam Bayu M.	L	70
5	Anggi Setiawan	L	56
6	Anita Fitriyani	P	78
7	Cindy Rahayu	P	50
8	Dimas Adi Saputra	L	42
9	Dinda Cahyani	P	70
10	Dita Ferliana	P	54
11	Elida Wati	P	74
12	Eminia Yusepta	P	50
13	Evalia Antika	P	54
14	Familda Okta V.	P	54
15	Hikmawan Pinari C.	L	75
16	Linda Fitri W.	P	50
17	Lita Nur Antika	P	48
18	Liyandra	P	70
19	Muhammad Azmi	L	58
20	Natalia Chrisdianti	P	48
21	Novan Setiawan	L	46
22	Nurul Hikmah	P	50
23	Rahma Lia	P	64
24	Rama Dani	L	46
25	Ranggi Nandang A.	L	48
26	Rey Dinata Y.	L	72
27	Reza Prasetya	L	72
28	Salsabil Aulia P.	P	48
29	Sigit Ari P.	L	48
30	Silva Anggraini	P	65
31	Ulfa Ningsih	P	50
32	Wahyu Hidayat	L	54
33	Weni Afrina	P	60
34	Yopi Irawan	L	60
35	Yunita Khoirunnisa	P	60

Gisting, September 2017

Appendix 4

SILABUS

Satuan Pendidikan : SMA Muhammadiyah 1 Gisting
Kelas : X /1
Mata Pelajaran : Bahasa Inggris
Kompetensi Inti :

- KI 1: Menghayati dan mengamalkan ajaran agama yang dianutnya
- KI 2: Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia
- KI 3: Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.
- KI 4: Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metoda sesuai kaidah keilmuan

Kompetensi Dasar	Materi Pembelajaran	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
3.7 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada teks deskriptif sederhana tentang orang,	Teks deskriptif lisan dan tulis, sederhana, tentang orang, tempat wisata, dan bangunan bersejarah terkenal <ul style="list-style-type: none"><i>Fungsi sosial</i>	Mengamati <ul style="list-style-type: none">Menyalin dengan tulisan tangan yang rapi beberapa teks deskriptif tentang orang, tempat wisata, dan bangunan bersejarah terkenal dari berbagai sumber, dengan	Tes tertulis.	18 JP	<ul style="list-style-type: none">Buku Teks wajibKeteladanan ucapan dan

Kompetensi Dasar	Materi Pembelajaran	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>tempat wisata, dan bangunan bersejarah terkenal, sesuai dengan konteks penggunaannya.</p> <p>4.8 Menangkap makna dalam teks deskriptif, lisan dan tulis, sederhana, tentang orang, tempat wisata, dan bangunan bersejarah terkenal.</p> <p>4.9 Menyunting teks deskriptif lisan dan tulis, sederhana, tentang orang, tempat wisata, dan bangunan bersejarah terkenal, dengan memperhatikan fungsi sosial, struktur teks, dan unsur</p>	<p>Membanggakan, menjual, mengagumi, mengenalkan, mengidentifikasi, mengkritik, dsb.</p> <ul style="list-style-type: none"> • <i>Struktur text</i> (gagasan utama dan informasi rinci) <ul style="list-style-type: none"> a. Menyebutkan nama orang, tempat wisata, dan bangunan bersejarah terkenal dan nama bagian-bagiannya yang dipilih untuk dideskripsikan b. Menyebutkan sifat orang, tempat wisata, dan bangunan bersejarah terkenal dan nama bagian-bagiannya, dan c. Menyebutkan tindakan dari atau terkait dengan orang, tempat wisata, dan bangunan bersejarah terkenal dan nama bagian-bagiannya yang semuanya sesuai dengan fungsi sosial yang hendak dicapai. • <i>Unsur kebahasaan</i> 	<p>menggunakan ejaan dan tanda baca dengan benar.</p> <ul style="list-style-type: none"> • Membaca dan mendengarkan teks-teks tersebut untuk memahami isi pesannya. • Dengan bimbingan guru, mengidentifikasi fungsi sosialnya, struktur teks (termasuk a.l. gagasan utama dan informasi rinci), dan unsur kebahasaan dari setiap teks tersebut. <p>Menanya</p> <ul style="list-style-type: none"> • Dengan bimbingan dan arahan guru, menanyakan dan mempertanyakan tentang fungsi sosial, struktur teks, dan unsur kebahasaan dari setiap teks tersebut. <p>Mengumpulkan Informasi</p> <ul style="list-style-type: none"> • Secara kolaboratif, mencari dan mengumpulkan beberapa teks deskriptif tentang orang, tempat wisata, dan bangunan bersejarah terkenal dari berbagai sumber, termasuk dari internet, film, koran, majalah, buku teks, dsb. • Membaca rujukan dari berbagai sumber, termasuk buku teks, untuk mengetahui fungsi sosial, struktur teks, dan unsur kebahasaan dari teks deskriptif tentang orang, binatang, dan benda. • Membaca semua teks deskriptif tentang 			<p>tindakan guru menggunakan setiap tindakan komunikasi interpersonal/transaksional dengan benar dan akurat</p> <ul style="list-style-type: none"> • Contoh teks dari sumber otentik • Sumber dari internet, seperti: <ul style="list-style-type: none"> - www.dailylenglish.com - http://americanenglish.state.gov

Kompetensi Dasar	Materi Pembelajaran	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>kebahasaan yang benar dan sesuai konteks.</p> <p>4.10 Menyusun teks deskriptif lisan dan tulis sederhana tentang orang, tempat wisata, dan bangunan bersejarah terkenal, dengan memperhatikan tujuan, struktur teks, dan unsur kebahasaan, secara benar dan sesuai dengan konteks.</p>	<p>(1) Kata benda yang terkait dengan orang, tempat wisata, dan bangunan bersejarah terkenal, dengan atau tanpa <i>a</i> dan <i>the</i>, plural (<i>-s</i>), <i>this</i>, <i>that</i>, <i>those</i>, <i>my</i>, <i>his</i>, dst.</p> <p>(2) Kata sifat tentang orang, binatang, benda dalam kehidupan siswa di rumah, sekolah, dan sekitarnya, dengan atau tanpa kata keterangan <i>quite</i>, <i>very</i>, <i>extremely</i>, dst..</p> <p>(3) Kata kerja untuk menyatakan keadaan dan tindakan rutin dalam simple present tense.</p> <p>(4) Penggunaan nominal singular dan plural secara tepat, dengan atau tanpa <i>a</i>, <i>the</i>, <i>this</i>, <i>those</i>, <i>my</i>, <i>their</i>, dsb secara tepat dalam frasa nominal</p> <p>(5) Ucapan, tekanan kata, intonasi</p> <p>(6) Ejaan dan tanda baca</p>	<p>orang, tempat wisata, dan bangunan bersejarah terkenal yang telah terkumpul tsb., secara lebih cermat dengan cara mengidentifikasi dan menyebutkan:</p> <ul style="list-style-type: none"> - fungsi sosial setiap teks - nama orang, tempat wisata, dan bangunan bersejarah terkenal yang dideskripsikan - sifat orang, tempat wisata, dan bangunan bersejarah terkenal yang dideskripsikan - tindakan orang, tempat wisata, dan bangunan bersejarah terkenal yang dideskripsikan - tindakan orang, tempat wisata, dan bangunan bersejarah terkenal yang dideskripsikan - kosa kata, tata bahasa, ucapan, tekanan kata, ejaan, tanda baca yang digunakan <ul style="list-style-type: none"> • Secara kolaboratif meniru contoh-contoh yang ada untuk membuat teks deskriptif sangat pendek dan sederhana tentang orang, tempat wisata, dan bangunan bersejarah terkenal untuk mencapai fungsi sosial yang berbeda- 			<p>e.gov/files/ae/resource_files</p> <p>- http://learnenglishtobritishcouncil.org/en/</p> <p>• https://www.google.com/</p>

Kompetensi Dasar	Materi Pembelajaran	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
	<p>(7) Tulisan tangan</p> <ul style="list-style-type: none"> <i>Topik</i> orang, tempat wisata, dan bangunan bersejarah terkenal relevan dengan kehidupan siswa sebagai remaja dan pelajar SMA, dengan memberikan keteladanan tentang perilaku santun, peduli, jujur, disiplin, percaya diri, kerjasama, cinta damai, dan bertanggung jawab. 	<p>beda, dengan struktur teks, dan unsur kebahasaan yang sesuai konteks.</p> <p>Menalar/Mengasosiasi</p> <ul style="list-style-type: none"> Membandingkan fungsi sosial, struktur teks (termasuk a.l. gagasan utama dan informasi rinci), dan unsur kebahasaan dari beberapa teks deskriptif tentang orang, tempat wisata, dan bangunan bersejarah terkenal yang telah dikumpulkan dari berbagai sumber tersebut di atas. Memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang fungsi sosial, struktur teks, dan unsur kebahasaan yang digunakan dalam teks deskriptif yang mereka hasilkan. <p>Mengomunikasikan</p> <ul style="list-style-type: none"> Membuat beberapa teks deskriptif sangat pendek dan sederhana tentang orang, tempat wisata, dan bangunan bersejarah terkenal yang ada dalam kehidupan siswa, dalam bahasa Inggris, dengan struktur teks dan unsur kebahasaan yang sesuai dengan fungsi sosial nyata yang hendak dicapai (membanggakan, mengenalkan, mengidentifikasi, memuji, mengkritik, 			

Kompetensi Dasar	Materi Pembelajaran	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
		<p>dsb).</p> <ul style="list-style-type: none"> Berupaya berbicara secara lancar dengan ucapan, tekanan kata, intonasi yang benar dan menulis dengan ejaan dan tanda baca yang benar, serta tulisan yang jelas dan rapi. <p>Membicarakan permasalahan yang dialami dalam membuat teks deskriptif tentang orang, tempat wisata, dan bangunan bersejarah terkenal dan menuliskannya dalam jurnal belajar sederhana dalam bahasa Indonesia.</p>			

Appendix 5

RENCANA PELAKSANAAN PEMBELAJARAN (RPP) (*Experimental Class*)

Nama Sekolah : SMA Muhammadiyah Gisting
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : X/1
Materi Pokok : Deskriptif Teks (*People*)
Alokasi Waktu : 2 x 45 menit
Pertemuan ke : 1

A. Kompetensi Inti

1. Menghayati dan mengamalkan ajaran agama yang dianutnya.
2. Menghayati dan mengamalkan perilaku jujur, disiplin, tanggung jawab, peduli, (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.
3. Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.
4. Mengolah, menalar dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metode sesuai kaidah keilmuan.

B. Kompetensi Dasar dan Indikator

No	Kompetensi Dasar	Indikator
1.	1.1.Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar	<p>1.1.1 Bersemangat dalam melaksanakan setiap kegiatan pada pembelajaran Bahasa Inggris</p> <p>1.1.2 Serius dalam melaksanakan setiap kegiatan pada pembelajaran Bahasa Inggris</p>
2.	3.7 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada teks deskriptif sederhana tentang orang, tempat wisata dan bangunan bersejarah terkenal, sesuai dengan konteks penggunaannya.	<p>3.7.1 Mengidentifikasi fungsi sosial seperti membangun, mengenalkan, mengidentifikasi, memuji, mengritik, mempromosikan, pada teks deskriptif sederhana tentang orang, tempat wisata dan bangunan bersejarah terkenal, sesuai dengan konteks penggunaannya.</p> <p>3.7.2 Mengidentifikasi struktur teks seperti penyebutan nama, sifat, dan tindakan orang, tempat wisata dan bangunan bersejarah terkenal dan nama bagian-bagiannya yang dipilih untuk dideskripsikan.</p> <p>3.7.3 Mengidentifikasi unsur kebahasaan seperti kata benda, kata kerja dan kata sifat terkait dengan orang, tempat wisata dan bangunan bersejarah terkenal serta ejaan, ucapan, tekanan kata, intonasi, ketika mempresentasikan secara lisan.</p>

3.	4.8 Menangkap makna dalam teks deskriptif lisan dan tulis sederhana.	4.8.1 Menemukan gagasan pokok, informasi rinci dan informasi tertentu serta fungsi sosial dari teks deskriptif yang dibaca/didengar.
	4.9 Menyunting teks deskriptif lisan dan tulis sederhana, tentang orang, tempat wisata dan bangunan bersejarah terkenal, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.	4.9.1 Melengkapi teks deskriptif rumpang tentang orang , tempat wisata dan bangunan bersejarah terkenal, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.
	4.10 Menyusun teks deskriptif lisan dan tulis sederhana, tentang orang , tempat wisata dan bangunan bersejarah terkenal, dengan memperhatikan tujuan, struktur teks, dan unsur kebahasaan, secara benar dan sesuai dengan konteks.	4.10.1 Menyusun teks deskriptif dengan memperhatikan tujuan, struktur teks, dan unsur kebahasaan, secara benar dan sesuai dengan konteks.

C. Tujuan Pembelajaran

Setelah melaksanakan serangkaian kegiatan pembelajaran, peserta didik dapat:

1. Melaksanakan setiap kegiatan yang diberikan oleh guru dengan semangat.
2. Melaksanakan setiap kegiatan yang diberikan oleh guru dengan serius.
3. Mengidentifikasi fungsi sosial seperti membanggakan, mengenalkan, mengidentifikasi, memuji, mengritik, mempromosikan, pada teks deskriptif sederhana tentang tempat wisata, sesuai dengan konteks penggunaannya.
4. Mengidentifikasi struktur teks seperti penyebutan nama, sifat, dan tindakan orang dan nama bagian-bagiannya yang dipilih untuk dideskripsikan.

5. Mengidentifikasi unsur kebahasaan seperti kata benda, kata kerja dan kata sifat terkait dengan orang dan ejaan, ucapan, tekanan kata, intonasi, ketika mempresentasikan secara lisan.
6. Melengkapi teks deskriptif rumpang tentang tempat wisata dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.
7. Menyusun teks deskriptif sederhana tentang orang.

D. Materi Pembelajaran

1. Lampiran 1 (*descriptive text*)
2. Fungsi sosial
Membanggakan, mengenalkan, mengidentifikasi, memuji, mengritik, mempromosikan.
3. Struktur teks
 - Penyebutan nama tempat wisata, dan nama bagian-bagiannya yang dipilih untuk dideskripsikan.
 - Penyebutan ciri orang dan bagiannya
 - Penyebutan yang berkaitan dengan orang.
4. Unsur kebahasaan
 - Using Adjective
S + to be + Adj
She is beautiful.
 - Using Noun Phrases
S + V + Adj + N
That is a big building!
Peter has a fast car.

E. Sumber dan Media Pembelajaran

1. Sumber

- Kementerian Pendidik dan Kebudayaan. 2014. *“Bahasa Inggris SMA/MA Kelas X Semester I”*. Jakarta: Kementerian Pendidikan dan Kebudayaan.
- Sudarwati, Th. M., Eudia Grace. 2013. *Pathway to English for Senior High School Grade X*. Jakarta: Penerbit Erlangga
- Kamus
- <http://www.englishindo.com>
- <http://www.indonesia-tourism.com>

2. Alat

- Spidol
- Papan tulis

F. Teknik Pembelajaran

Clustering Technique

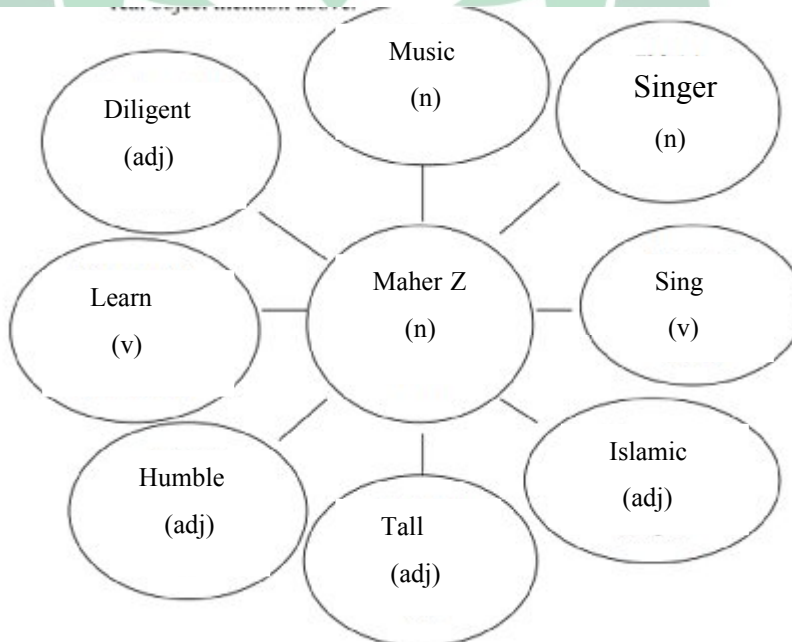
G. Langkah Pembelajaran

Kegiatan Pembelajaran	Waktu
Kegiatan Awal a. Guru masuk ke kelas, guru memberi salam dan menyapa para siswa. Contoh: <i>salam, good morning, students. How are you today?</i> b. Guru memberi arahan kepada siswa untuk berdoa c. Guru memeriksa kehadiran siswa. Contoh: <i>who is absent today? Where is she/he?</i> d. Guru memberikan informasi tema yang akan dipelajari hari ini. e. Guru memberikan pertanyaan stimulus kepada siswa, contoh: <i>who is your special person?/ who is your favorite artist?/ who is your best friend? And how is he/she?</i>	10 menit

Kegiatan Inti Mengamati

70 menit

- Guru menuliskan beberapa nama orang di papan tulis. Contoh: Jokowi, Maher Zain, Agnes Mo, etc.
- Siswa dibantu guru memahami bentuk kata seperti, *verb*, *noun* and *adjective* yang berkaitan dengan orang (*people*).
- Guru menjelaskan mengenai procedure penggunaan *clustering technique*.
- Siswa memperhatikan guru yang sedang memberikan contoh penggunaan *clustering technique* dengan menuliskan topik tengah papan tulis, lalu melingkarinya.
Contoh: Maher Zain
Guru bertanya kepada siswa untuk menyebutkan kosa kata yang berhubungan dengan Maher Zain.
- Guru menuliskannya kosa kata yang disebutkan siswa di sekeliling topik dengan memberi garis hubung dan melingkarinya.
- Guru bertanya pada siswa mengenai bentuk kata seperti: *noun*, *verb* and *adjective* pada kosa kata yang telah ditulis di sekitar topik.



- Guru memberikan contoh teks deskriptif sederhana dengan menggunakan informasi yang telah dituliskan.

<p>Menanya</p> <ul style="list-style-type: none"> - Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain kosakata yang terkait dengan penggambaran, karakter, sifat, dan tindakan orang. - Siswa mempertanyakan struktur teks dari teks deskriptif yang telah diberikan. <p>Mengeksplorasi</p> <ul style="list-style-type: none"> - Guru membagikan selembar kertas kepada siswa. - Siswa menentukan topik dengan berdasarkan tema yang diberikan oleh guru. - Siswa menuliskan topik ditengah-tengah kertas yang telah diberikan oleh guru, lalu melingkari topik. - Siswa menuliskan beberapa kosa kata yang berkaitan dengan topik di sekeliling topik seperti yang sudah di contohkan oleh guru. - Siswa memberi garis penghubung antara topik dan kosa kata yang berhubungan dengan topik. - Siswa menuliskan bentuk kata dari kosa kata yang sudah siswa tuliskan di kertas (<i>noun, verb and adjective</i>). - Guru meminta beberapa siswa untuk maju kedepan kelas dan mempresentasikannya di papan tulis. - Guru meminta siswa untuk membuat kalimat sederhana dengan kosa kata yang sudah dituliskannya. <p>Contoh: <i>Maher Zain is a muslim singer.</i> <i>He is tall and strong.</i></p> <p>Mengasosiasi,</p> <ul style="list-style-type: none"> - Siswa mengerjakan tugas yang terkait dengan tema, untuk mengetahui apakah siswa memahami pelajaran dipertemuan ini. (lampiran 2) <p>Mengkomunikasikan</p> <ul style="list-style-type: none"> - Siswa mengumpulkan tugas. - Siswa dan guru membahas hasil pekerjaan siswa. 	
<p>Penutup</p> <ul style="list-style-type: none"> - Siswa bersama guru menyimpulkan pembelajaran. - Melakukan penilaian dan/atau refleksi terhadap kegiatan yang sudah dilaksanakan secara konsisten dan terprogram. - Memberikan umpan balik pada proses dan hasil pembelajaran - Guru menyampaikan rencana pelajaran untuk pertemuan berikutnya dan Guru mengucapkan salam. 	10 menit

H. Penilaian

Indikator Penelaian

1. Penilaian Proses (sikap)

No.	Aspek yang dinilai	Teknik Penilaian	Waktu Penilaian	Instrumen Penilain	Keterangan
1 2 3 4 5	Sungguh-sungguh Tanggung jawab Peduli Kerjasama Cinta damai	Pengamatan	Proses	Lembar pengamatan	

2. Penilaian dari Segi Tingkah Laku

No.	Aspek yang dinilai	Teknik Penilaian	Waktu Penilaian	Instrumen Penilain	Keterangan
1 2	Kerjasama kelompok Melakukan tindak komunikasi yang tepat	Pengamatan	Proses	Lembar pengamatan	

3. Penilaian hasil

Indikator Pencapaian Kompetensi	Teknik Penilaian	Bentuk Penilaian	Instrumen
Mengidentifikasi fungsi sosial, ungkapan, dan struktur teks, unsur kebahasaan serta format penulisan (linguistik feature) yang digunakan dalam teks deskriptif	Tes tulis	Essay	<i>Identify the following text and find out the language feature.</i>
Menyunting teks deskriptif lisan dan tulis sederhana, tentang orang, tempat wisata dan bangunan bersejarah terkenal, dengan memperhatikan fungsi sosial, struktur teks, dan	Tes tulis	Fill in the blank	<i>Complete the following text with the words in the box.</i>

unsur kebahasaan yang benar dan sesuai konteks.			
Menyusun teks deskriptif sederhana tentang orang, tempat wisata dan bangunan bersejarah terkenal yang terkait dengan topik.	Tes tulis		<i>Write down a simple descriptive text about person, tourism place, and historical place.</i>

Rubrik Penilaian

a. Aspek Sikap

No	Butir Sikap	Deskripsi	Perolehan skor
1	Sungguh-sungguh	<ul style="list-style-type: none"> - Selalu sungguh-sungguh - Sering sungguh-sungguh - Kadang-kadang sungguh-sungguh - Jarang sungguh-sungguh - Tidak pernah sungguh-sungguh 	5 4 3 2 1
2	Tanggung jawab	<ul style="list-style-type: none"> - Selalu tanggung jawab - Sering tanggung jawab - Kadang-kadang tanggung jawab - Jarang tanggung jawab - Tidak pernah tanggung jawab 	5 4 3 2 1
3	Peduli	<ul style="list-style-type: none"> - Selalu peduli - Sering peduli - Kadang-kadang peduli - Jarang peduli - Tidak pernah peduli 	5 4 3 2 1
4	Kerjasama	<ul style="list-style-type: none"> - Selalu kerjasama - Sering kerjasama - Kadang-kadang kerjasama - Jarang kerjasama - Tidak pernah kerjasama 	5 4 3 2 1
5	Cinta damai	<ul style="list-style-type: none"> - Selalu cinta damai - Sering cinta damai - Kadang-kadang cinta damai - Jarang cinta damai - Tidak pernah cinta damai 	5 4 3 2 1

b. Aspek Pengetahuan

No	Butir Sikap	Deskripsi	Perolehan skor
1	Struktur teks	- Hampir sempurna	5
		- Ada kesalahan tetapi tidak mengganggu makna	4
		- Ada beberapa kesalahan dan mengganggu makna	3
		- Banyak kesalahan dan mengganggu makna	2
		- Terlalu banyak kesalahan dan mengganggu makna	1
2	Pilihan kata	- Hampir sempurna	5
		- Ada kesalahan tetapi tidak mengganggu makna	4
		- Ada beberapa kesalahan dan mengganggu makna	3
		- Banyak kesalahan dan mengganggu makna	2
		- Terlalu banyak kesalahan dan mengganggu makna	1

c. Aspek Tingkahlaku

No	Butir Sikap	Deskripsi	Perolehan skor
1	Melakukan tindak komunikasi yang tepat	- Selalu melakukan kegiatan komunikasi yang tepat	5
		- Sering melakukan kegiatan komunikasi yang tepat	4
		- Beberapakali melakukan kegiatan komunikasi yang tepat	3
		- Pernah melakukan kegiatan komunikasi yang tepat	2
		- Tidak pernah melakukan kegiatan komunikasi yang tepat	1
2	Kerjasama kelompok	- Selalu kerjasama kelompok	5
		- Sering kerjasama kelompok	4
		- Beberapakali kerjasama kelompok	3
		- Pernah kerjasama kelompok	2
		- Tidak pernah kerjasama kelompok	1

d. Penilaian Hasil

Essay

B= 1

S= 0

Nilai maksimal= 100

Guru Mata Pelajaran

Gisting, September 2017
Mahasiswa Peneliti,

Aniswatun Rohmah, S.Pd
NBM. 1103368

Sri Astuti Andayani
NPM. 1311040139

Mengetahui,
Kepala SMA Muhammadiyah Gisting

Soleh Fahrurroji, S.Pd
NBM. 824358



Lampiran 1

Materi Pembelajaran

Descriptive text

Descriptive text is the text that describes what kind of person, place and thing.

Generic strukture of Descriptive Text :

1. Identification: identifies phenomenon to be described.
2. Description: cdescribes parts, qualities, and characteristics.

Language features of Descriptive Text :

- a. Focus on specific participant
- b. Use of adjectives
- c. Use of simple present tense

Clustering Technique

Clustering is making a visual map or association that always thinking more creatively and to begin without clear ideas. Clustering technique helps the students to develop words in a bubbles or circle form. This technique will help the students how to assiciate the ideas, how to write down the ideas that exist in their minds, and how to develop ideas.

There are some procedures to do clustering technique:

1. You write the topic in the middle of a blank of paper and draw a circle around it.
2. Then draw a line out from the circle and write an idea associated with the topic. Circle this idea and from it draw lines and write ideas associated with topic.
3. Continue to map or cluster until you cannot think of any more ideas

Example descriptive text



Maher Zain was born at 16 July 1981 in Tripoli, Lebanon. He is a muslim singer. Many of his song was sang with English, but there are some was sang with various language like Arabic, Urdu, France, Turkish, Malay, and even Indonesia.

} Identification

Maher has black, short and straight hair. He is tall and strong. His nose is pointed. He has thick eyebrows. His eyes are small and brown. He is a dilligent man. He always learn more about islam. And also, he is a humble man, that's why everyone like him

} Description



Lampiran 2

B. Please, complete the following text with the words in the box !



Afgan

His full name is Afgan Syah Reza, he was on 27 May 1989 in Jakarta. He is well as a young singer. Afgan was born into a musical family of Minangkabau origin, although he never had any vocal training. He is the second of four children of Lola Purnama and Loya Yahya.

Afgan is quiet tall. His height is 170 cm. He has an face, short hair. His are black and pointed nose. He has brown He is easily known because there are on his cheek when he is smiling and always glasses. He is, cute and his very good voice. Afgan has favourite music is pop, R & B, Soul and Jazz. That music influence his way to Afgan likes eating. His favourite food is Balado Potato. He loves it because it's delicious.

known	born	talented	oval	eyes
sing	skin	dimples	wears	friendly

RENCANA PELAKSANAAN PEMBELAJARAN (RPP) ***(Experimental Class)***

Nama Sekolah : SMA Muhammadiyah Gisting
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : X/1
Materi Pokok : Deskriptif Teks (*Tourism Place*)
Alokasi Waktu : 2 x 45 menit
Pertemuan ke : 2

A. Kompetensi Inti

1. Menghayati dan mengamalkan ajaran agama yang dianutnya.
2. Menghayati dan mengamalkan perilaku jujur, disiplin, tanggung jawab, peduli, (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.
3. Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.
4. Mengolah, menalar dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metode sesuai kaidah keilmuan.

B. Kompetensi Dasar dan Indikator

No	Kompetensi Dasar	Indikator
1.	1.1.Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar	<p>1.1.1 Bersemangat dalam melaksanakan setiap kegiatan pada pembelajaran Bahasa Inggris</p> <p>1.1.2 Serius dalam melaksanakan setiap kegiatan pada pembelajaran Bahasa Inggris</p>
2.	3.7 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada teks deskriptif sederhana tentang orang, tempat wisata dan bangunan bersejarah terkenal, sesuai dengan konteks penggunaannya.	<p>3.7.1 Mengidentifikasi fungsi sosial seperti membangun, mengenalkan, mengidentifikasi, memuji, mengritik, mempromosikan, pada teks deskriptif sederhana tentang orang, tempat wisata dan bangunan bersejarah terkenal, sesuai dengan konteks penggunaannya.</p> <p>3.7.2 Mengidentifikasi struktur teks seperti penyebutan nama, sifat, dan tindakan orang, tempat wisata dan bangunan bersejarah terkenal dan nama bagian-bagiannya yang dipilih untuk dideskripsikan.</p> <p>3.7.3 Mengidentifikasi unsur kebahasaan seperti kata benda, kata kerja dan kata sifat terkait dengan orang, tempat wisata dan bangunan bersejarah terkenal serta ejaan, ucapan, tekanan kata, intonasi, ketika mempresentasikan secara lisan.</p>

3.	4.8 Menangkap makna dalam teks deskriptif lisan dan tulis sederhana.	4.8.1 Menemukan gagasan pokok, informasi rinci dan informasi tertentu serta fungsi sosial dari teks deskriptif yang dibaca/didengar.
	4.9 Menyunting teks deskriptif lisan dan tulis sederhana, tentang orang, tempat wisata dan bangunan bersejarah terkenal, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.	4.9.1 Melengkapi teks deskriptif rumpang tentang orang, tempat wisata dan bangunan bersejarah terkenal, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.
	4.10 Menyusun teks deskriptif lisan dan tulis sederhana, tentang orang, tempat wisata dan bangunan bersejarah terkenal, dengan memperhatikan tujuan, struktur teks, dan unsur kebahasaan, secara benar dan sesuai dengan konteks.	4.10.1 Menyusun teks deskriptif dengan memperhatikan tujuan, struktur teks, dan unsur kebahasaan, secara benar dan sesuai dengan konteks.

C. Tujuan Pembelajaran

Setelah melaksanakan serangkaian kegiatan pembelajaran, peserta didik dapat:

1. Melaksanakan setiap kegiatan yang diberikan oleh guru dengan semangat.
2. Melaksanakan setiap kegiatan yang diberikan oleh guru dengan serius.
3. Mengidentifikasi fungsi sosial seperti membanggakan, mengenalkan, mengidentifikasi, memuji, mengritik, mempromosikan, pada teks deskriptif sederhana tentang tempat wisata, sesuai dengan konteks penggunaannya.
4. Mengidentifikasi struktur teks seperti penyebutan nama, sifat, dan tindakan tempat wisata dan nama bagian-bagiannya yang dipilih untuk dideskripsikan.

5. Mengidentifikasi unsur kebahasaan seperti kata benda, kata kerja dan kata sifat terkait dengan tempat wisata dan ejaan, ucapan, tekanan kata, intonasi, ketika mempresentasikan secara lisan.
6. Melengkapi teks deskriptif rumpang tentang tempat wisata dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

D. Materi Pembelajaran

1. Lampiran 1 (*descriptive text*)
2. Fungsi sosial
Membanggakan, mengenalkan, mengidentifikasi, memuji, mengritik, mempromosikan.
3. Struktur teks
 - Penyebutan nama tempat wisata, dan nama bagian-bagiannya yang dipilih untuk dideskripsikan.
 - Penyebutan ciri tempat wisata dan bagiannya
 - Penyebutan yang berkaitan dengan tempat wisata.
4. Unsur kebahasaan
 - Using Adjective
S + to be + Adj
She is beautiful.
 - Using Noun Phrases
S + V + Adj + N
That is a big building!
Peter has a fast car.

E. Sumber dan Media Pembelajaran

1. Sumber

- Kementerian Pendidik dan Kebudayaan. 2014. *“Bahasa Inggris SMA/MA Kelas X Semester I”*. Jakarta: Kementerian Pendidikan dan Kebudayaan.
- Sudarwati, Th. M., Eudia Grace. 2013. *Pathway to Emglish for Senior High School Grade X*. Jakarta: Penerbit Erlangga
- Kamus
- <http://www.indonesia-tourism.com>

2. Alat

- Spidol
- Papan tulis

F. Teknik Pembelajaran

Clustering Technique

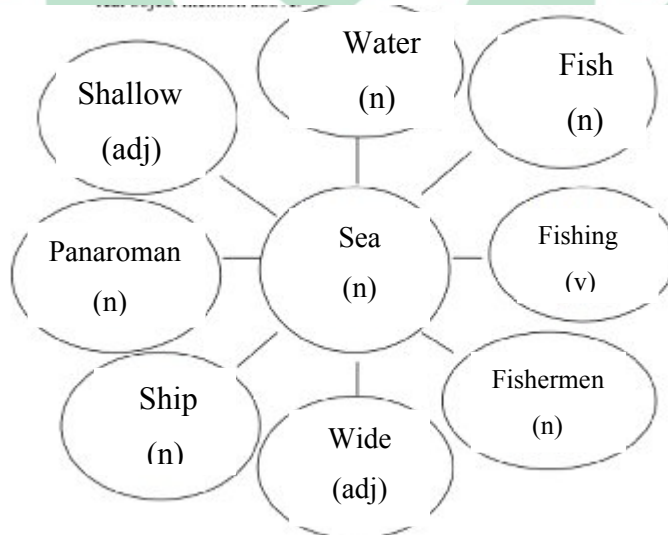
G. Langkah Pembelajaran

Kegiatan Pembelajaran	Waktu
Kegiatan Awal a. Guru masuk ke kelas, guru memberi salam dan menyapa para siswa. Contoh: <i>salam, good morning, students. How are you today?</i> b. Guru memberi arahan kepada siswa untuk berdoa c. Guru memeriksa kehadiran siswa. Contoh: <i>who is absent today? Where is she/he?</i> d. Guru memberikan informasi tema yang akan dipelajari hari ini. e. Guru memberikan pertanyaan stimulus kepada siswa, contoh: <i>where you have been tours? And how is there ?</i>	10 menit

Kegiatan Inti Mengamati

70 menit

- Guru menuliskan beberapa nama yang berkaitan dengan tempat wisata dipapan tulis. Contoh: Raja Ampat, Borobudur, Bali, TMII, laut.
- Siswa dibantu guru memahami bentuk kata seperti, *verb*, *noun* and *adjective* yang berkaitan dengan tempat wisata (*tourism place*).
- Guru menjelaskan mengenai procedure *clustering technique*.
- Siswa memperhatikan guru yang sedang memberikan contoh penggunaan *clustering technique* dengan menuliskan topik tengah papan tulis, lalu melingkarinya.
Contoh: laut (Sea)
- Guru bertanya kepada siswa untuk menyebutkan kosa kata yang berhubungan dengan laut.
- Guru menuliskannya kosa kata yang disebutkan siswa di sekeliling topik dengan memberi garis hubung dan melingkarinya.
- Guru bertanya pada siswa mengenai bentuk kata seperti: *noun*, *verb* and *adjective* pada kosa kata yang telah ditulis di sekitar topik.



- Guru memberikan contoh membuat kalimat deskriptif sederhana dengan menggunakan kosa kata yang telah dituliskan dipapan tulis.

Contoh:

- *Sea is beautiful panaroma*
- *The fishermen get a big fish.*

<p>Menanya</p> <ul style="list-style-type: none"> - Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain kosakata yang terkait dengan penggambaran nama-nama tempat wisata dan bentuk kata-nya. - Siswa mempertanyakan struktur teks dari teks deskriptif yang telah diberikan <p>Mengeksplorasi</p> <ul style="list-style-type: none"> - Guru membagikan selembar kertas kepada siswa. - Siswa menentukan topik dengan berdasarkan tema yang diberikan oleh guru. - Siswa menuliskan topik ditengah-tengah kertas yang telah diberikan oleh guru, lalu melingkari topik. - Siswa menuliskan beberapa kosa kata yang berkaitan dengan topik di sekeliling topik seperti yang sudah di contohkan oleh guru. - Siswa memberi garis penghubung antara topik dan kosa kata yang berhubungan dengan topik. - Siswa menuliskan bentuk kata dari kosa kata yang sudah siswa tuliskan di kertas (<i>noun, verb and adjective</i>). - Guru meminta beberapa siswa untuk maju kedepan kelas dan mempresentasikannya di papan tulis. - Guru meminta siswa untuk membuat kalimat sederhana dengan kosa kata yang sudah dituliskannya. <p>Contoh:</p> <ul style="list-style-type: none"> - <i>Sea is beautiful panaroma</i> - <i>The fishermen get a big fish.</i> <p>Mengasosiasi</p> <ul style="list-style-type: none"> - Siswa mengerjakan tugas yang terkait dengan tema, untuk mengetahui apakah siswa memahami pelajaran dipertemuan ini. (lampiran 2) <p>Mengkomunikasikan</p> <ul style="list-style-type: none"> - Siswa mengumpulkan tugas dan mengoreksi secara bersama-sama. 	
<p>Penutup</p> <ul style="list-style-type: none"> - Siswa bersama guru menyimpulkan pembelajaran. - Melakukan penilaian dan/atau refleksi terhadap kegiatan yang sudah dilaksanakan secara konsisten dan terprogram. - Memberikan umpan balik pada proses dan hasil pembelajaran - Guru menyampaikan rencana pelajaran untuk pertemuan berikutnya. - Guru mengucapkan salam penutup. 	10 menit

H. Penilaian

Indikator Penelaian

1. Penilaian Proses (sikap)

No.	Aspek yang dinilai	Teknik Penilaian	Waktu Penilaian	Instrumen Penilain	Keterangan
1	Sungguh-sungguh	Pengamatan	Proses	Lembar pengamatan	
2	Tanggung jawab				
3	Peduli				
4	Kerjasama				
5	Cinta damai				

2. Penilaian dari Segi Tingkah Laku

No.	Aspek yang dinilai	Teknik Penilaian	Waktu Penilaian	Instrumen Penilain	Keterangan
1	Kerjasama kelompok	Pengamatan	Proses	Lembar pengamatan	
2	Melakukan tindak komunikasi yang tepat				

3. Penilaian hasil

Indikator Pencapaian Kompetensi	Teknik Penilaian	Bentuk Penilaian	Instrumen
Mengidentifikasi fungsi sosial, ungkapan, dan struktur teks, unsur kebahasaan serta format penulisan (linguistik feature) yang digunakan dalam teks deskriptif	Tes tulis	Essay	<i>Identify the following text and find out the language feature.</i>
Menyunting teks deskriptif lisan dan tulis sederhana, tentang orang, tempat wisata dan bangunan bersejarah terkenal, dengan memperhatikan fungsi	Tes tulis	Fill in the blank	<i>Complete the following text with the words in the box.</i>

sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.			
Menyusun teks deskriptif sederhana tentang orang, tempat wisata dan bangunan bersejarah terkenal yang terkait dengan topik.	Tes tulis		<i>Write down a simple descriptif text about person, tourism place, and historical place.</i>

Rubrik Penilaian

a. Aspek Sikap

No	Butir Sikap	Deskripsi	Perolehan skor
1	Sungguh-sungguh	<ul style="list-style-type: none"> - Selalu sungguh-sungguh - Sering sungguh-sungguh - Kadang-kadang sungguh-sungguh - Jarang sungguh-sungguh - Tidak pernah sungguh-sungguh 	5 4 3 2 1
2	Tanggung jawab	<ul style="list-style-type: none"> - Selalu tanggung jawab - Sering tanggung jawab - Kadang-kadang tanggung jawab - Jarang tanggung jawab - Tidak pernah tanggung jawab 	5 4 3 2 1
3	Peduli	<ul style="list-style-type: none"> - Selalu peduli - Sering peduli - Kadang-kadang peduli - Jarang peduli - Tidak pernah peduli 	5 4 3 2 1
4	Kerjasama	<ul style="list-style-type: none"> - Selalu kerjasama - Sering kerjasama - Kadang-kadang kerjasama - Jarang kerjasama - Tidak pernah kerjasama 	5 4 3 2 1
5	Cinta damai	<ul style="list-style-type: none"> - Selalu cinta damai - Sering cinta damai - Kadang-kadang cinta damai - Jarang cinta damai - Tidak pernah cinta damai 	5 4 3 2 1

b. Aspek Pengetahuan

No	Butir Sikap	Deskripsi	Perolehan skor
1	Struktur teks	- Hampir sempurna	5
		- Ada kesalahan tetapi tidak mengganggu makna	4
		- Ada beberapa kesalahan dan mengganggu makna	3
		- Banyak kesalahan dan mengganggu makna	2
		- Terlalu banyak kesalahan dan mengganggu makna	1
2	Pilihan kata	- Hampir sempurna	5
		- Ada kesalahan tetapi tidak mengganggu makna	4
		- Ada beberapa kesalahan dan mengganggu makna	3
		- Banyak kesalahan dan mengganggu makna	2
		- Terlalu banyak kesalahan dan mengganggu makna	1

c. Aspek Tingkahlaku

No	Butir Sikap	Deskripsi	Perolehan skor
1	Melakukan tindak komunikasi yang tepat	- Selalu melakukan kegiatan komunikasi yang tepat	5
		- Sering melakukan kegiatan komunikasi yang tepat	4
		- Beberapakali melakukan kegiatan komunikasi yang tepat	3
		- Pernah melakukan kegiatan komunikasi yang tepat	2
		- Tidak pernah melakukan kegiatan komunikasi yang tepat	1
2	Kerjasama kelompok	- Selalu kerjasama kelompok	5
		- Sering kerjasama kelompok	4
		- Beberapakali kerjasama kelompok	3
		- Pernah kerjasama kelompok	2
		- Tidak pernah kerjasama kelompok	1

d. Penilaian Hasil

Esayy

B = 1

S = 0

Nilai maksimal = 100

Guru Mata Pelajaran

Gisting, September 2017
Mahasiswa Peneliti,

Aniswatun Rohmah, S.Pd
NBM. 1103368

Sri Astuti Andayani
NPM. 1311040139

Mengetahui,
Kepala SMA Muhammadiyah Gisting

Soleh Fahrurroji, S.Pd
NBM. 824358



Lampiran 1

Materi Pembelajaran**Descriptive text**

Descriptive text is the text that describes what kind of person, place and thing.

Generic strukture of Descriptive Text :

1. Identification: identifies phenomenon to be described.
2. Description: cdescribes parts, qualities, and characteristics.

Language features of Descriptive Text :

- a. Focus on specific participant
- b. Use of adjectives
- c. Use of simple present tense

Clustering Technique

Clustering is making a visual map or association that always thinking more creatively and to begin without clear ideas. Clustering technique helps the students to develop words in a bubbles or circle form. This technique will help the students how to assiciate the ideas, how to write down the ideas that exist in their minds, and how to develop ideas.

There are some procedures to do clustering technique:

1. You write the topic in the middle of a blank of paper and draw a circle around it.
2. Then draw a line out from the circle and write an idea associated with the topic. Circle this idea and from it draw lines and write ideas associated with topic.
3. Continue to map or cluster until you cannot think of any more ideas.

Lampiran 2

1. Please, complete the following text about Safari Park with the words in the box !
2. Identify the part of speech (verb, noun, and adjective) of following text.

SAFARI PARK

Safari Park is a quite..... zoo. It lies about 90 kilometers from Jakarta. It lies in Cisuara, Bogor, West Java. It is about two kilometers from Puncak. In Safari Park, the visitors are in cages. They are not..... to get off the car or busses. The animals..... freely. The visitors who do not have a car can use the touring bus available at the park.

Although the animals wander freely, they are grouped into certain..... The first block is for..... animals like tigers and lions. The second blocks are for big animals like elephants, hippopotamus, rhinoceros, zebras, and giraffes. The next block is for primates like orangutans and gorillas. Then we can see many kinds of sheep and deer. In the last block, we can see bears, ostriches, and llamas. Each animals roams freely in their blocks. The other blocks are like in conventional zoos, the animals are in The animals are in cages like white tiger, several kinds of monkeys, bird and crocodiles. There are also some..... animals like monkeys and baby tigers. Visitors can take pictures together with them. Safari Park is not only a recreational park but also a park. This park has developing some species especially the..... ones, like white tigers, giraffes and hippopotamus. Safari Park is indeed a natioanal park.

Rare	Allowed	Research	Succeeded	Unique
Tame	Wander	Wild	Cages	Blocks

RENCANA PELAKSANAAN PEMBELAJARAN (RPP) *(Experimental Class)*

Nama Sekolah : SMA Muhammadiyah Gisting
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : X/1
Materi Pokok : Deskriptif Teks (*famous historical buildings*)
Alokasi Waktu : 2 x 45 menit
Pertemuan ke : 3

A. Kompetensi Inti

1. Menghayati dan mengamalkan ajaran agama yang dianutnya.
2. Menghayati dan mengamalkan perilaku jujur, disiplin, tanggung jawab, peduli, (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.
3. Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.
4. Mengolah, menalar dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metode sesuai kaidah keilmuan.

B. Kompetensi Dasar dan Indikator

No	Kompetensi Dasar	Indikator
1.	1.1.Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar	<p>1.1.1 Bersemangat dalam melaksanakan setiap kegiatan pada pembelajaran Bahasa Inggris</p> <p>1.1.2 Serius dalam melaksanakan setiap kegiatan pada pembelajaran Bahasa Inggris</p>
2.	3.7 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada teks deskriptif sederhana tentang orang, tempat wisata dan bangunan bersejarah terkenal, sesuai dengan konteks penggunaannya.	<p>3.7.1 Mengidentifikasi fungsi sosial seperti membanggakan, mengenalkan, mengidentifikasi, memuji, mengritik, mempromosikan, pada teks deskriptif sederhana tentang orang, tempat wisata dan bangunan bersejarah terkenal, sesuai dengan konteks penggunaannya.</p> <p>3.7.2 Mengidentifikasi struktur teks seperti penyebutan nama, sifat, dan tindakan orang, tempat wisata dan bangunan bersejarah terkenal dan nama bagian-bagiannya yang dipilih untuk dideskripsikan.</p> <p>3.7.3 Mengidentifikasi unsur kebahasaan seperti kata benda, kata kerja dan kata sifat terkait dengan orang, tempat wisata dan bangunan bersejarah terkenal serta ejaan, ucapan, tekanan kata, intonasi, ketika mempresentasikan secara lisan.</p>

3.	4.8 Menangkap makna dalam teks deskriptif lisan dan tulis sederhana.	4.8.1 Menemukan gagasan pokok, informasi rinci dan informasi tertentu serta fungsi sosial dari teks deskriptif yang dibaca/didengar.
	4.9 Menyunting teks deskriptif lisan dan tulis sederhana, tentang orang, tempat wisata dan bangunan bersejarah terkenal, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.	4.9.1 Melengkapi teks deskriptif rumpang tentang orang, tempat wisata dan bangunan bersejarah terkenal , dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.
	4.10 Menyusun teks deskriptif lisan dan tulis sederhana, tentang orang, tempat wisata dan bangunan bersejarah terkenal , dengan memperhatikan tujuan, struktur teks, dan unsur kebahasaan, secara benar dan sesuai dengan konteks.	4.10.1 Menyusun teks deskriptif dengan memperhatikan tujuan, struktur teks, dan unsur kebahasaan, secara benar dan sesuai dengan konteks.

C. Tujuan Pembelajaran

Setelah melaksanakan serangkaian kegiatan pembelajaran, peserta didik dapat:

1. Melaksanakan setiap kegiatan yang diberikan oleh guru dengan semangat.
2. Melaksanakan setiap kegiatan yang diberikan oleh guru dengan serius.
3. Mengidentifikasi fungsi sosial seperti membanggakan, mengenalkan, mengidentifikasi, memuji, mengritik, mempromosikan, pada teks deskriptif sederhana tentang tempat wisata, sesuai dengan konteks penggunaannya.
4. Mengidentifikasi struktur teks seperti penyebutan nama, sifat, dan tindakan orang dan nama bagian-bagiannya yang dipilih untuk dideskripsikan.

5. Mengidentifikasi unsur kebahasaan seperti kata benda, kata kerja dan kata sifat terkait dengan orang dan ejaan, ucapan, tekanan kata, intonasi, ketika mempresentasikan secara lisan.
6. Melengkapi teks deskriptif rumpang tentang tempat wisata dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

D. Materi Pembelajaran

1. Lampiran 1 (*descriptive text*)
2. Fungsi sosial
Membanggakan, mengenalkan, mengidentifikasi, memuji, mengkritik, mempromosikan.
3. Struktur teks
 - Penyebutan nama tempat wisata, dan nama bagian-bagiannya yang dipilih untuk dideskripsikan.
 - Penyebutan ciri orang dan bagiannya
 - Penyebutan yang berkaitan dengan orang.
4. Unsur kebahasaan
 - Using Adjective

S + to be + Adj

She is beautiful.
 - Using Noun Phrases

S + V + Adj + N

That is a big building!

Peter has a fast car.

E. Sumber dan Media Pembelajaran

1. Sumber

- Kementerian Pendidik dan Kebudayaan. 2014. *“Bahasa Inggris SMA/MA Kelas X Semester 1”*. Jakarta: Kementerian Pendidikan dan Kebudayaan.
- Sudarwati, Th. M., Eudia Grace. 2013. *Pathway to English for Senior High School Grade X*. Jakarta: Penerbit Erlangga
- Kamus
- <http://www.englishindo.com>
- <http://www.indonesia-tourism.com>

2. Alat

- Spidol
- Papan tulis

F. Teknik Pembelajaran

Clustering Technique

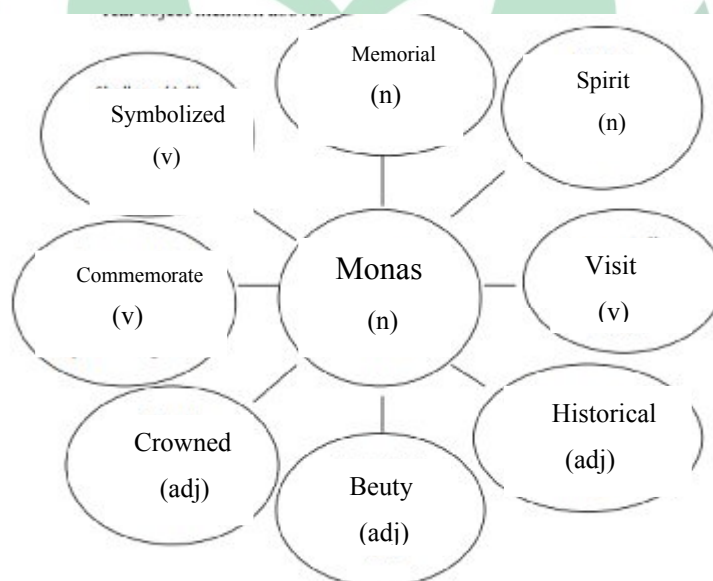
G. Langkah Pembelajaran

Kegiatan Pembelajaran	Waktu
Kegiatan Awal a. Guru masuk ke kelas, guru memberi salam dan menyapa para siswa. Contoh: <i>salam, good morning, students. How are you today?</i> b. Guru memberi arahan kepada siswa untuk berdoa c. Guru memeriksa kehadiran siswa. Contoh: <i>who is absent today? Where is she/he?</i> d. Guru memberikan informasi tema yang akan dipelajari hari ini. e. Guru memberikan pertanyaan stimulus kepada siswa, contoh: <i>you know historical buildings? What historical buildings do you know? Have you ever visited?</i>	10 menit

Kegiatan Inti Mengamati

70 menit

- Guru menuliskan beberapa nama yang berkaitan dengan bangunan bersejarah. Contoh: Monas, Candi Borobudur, Museum, Gedung Sate, Candi Prambanan, dll.
- Siswa dibantu guru memahami bentuk kata seperti, *verb*, *noun* and *adjective* yang berkaitan dengan bangunan bersejarah.
- Guru menjelaskan mengenai procedure penggunaan *clustering technique*.
- Siswa memperhatikan guru yang sedang memberikan contoh penggunaan *clustering technique* dengan menuliskan topik tengah papan tulis, lalu melingkarinya.
Contoh: Monas
Guru bertanya kepada siswa untuk menyebutkan kosa kata yang berhubungan dengan Monas.
- Guru menuliskannya kosa kata yang disebutkan siswa di sekeliling topik dengan memberi garis hubung dan melingkarinya.
- Guru bertanya pada siswa mengenai bentuk kata seperti: *noun*, *verb* and *adjective* pada kosa kata yang telah ditulis di sekitar topik.



- Guru Guru memberikan contoh kalimat deskriptif sederhana dengan menggunakan informasi yang telah dituliskan.
Contoh:
The national monument is symbolized as the spirit of the fiery Indonesian struggle.

<p>Menanya</p> <ul style="list-style-type: none"> - Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain kosakata yang terkait dengan penggambaran nama-nama bangunan bersejarah dan bentuk kata-nya. - Siswa mempertanyakan struktur teks dari teks deskriptif yang telah diberikan <p>Mengeksplorasi</p> <ul style="list-style-type: none"> - Guru membagikan selembar kertas kepada siswa. - Siswa menentukan topik dengan berdasarkan tema yang diberikan oleh guru. - Siswa menuliskan topik ditengah-tengah kertas yang telah diberikan oleh guru, lalu melingkari topik. - Siswa menuliskan beberapa kosa kata yang berkaitan dengan topik di sekeliling topik seperti yang sudah di contohkan oleh guru. - Siswa memberi garis penghubung antara topik dan kosa kata yang berhubungan dengan topik. - Siswa menuliskan bentuk kata dari kosa kata yang sudah siswa tuliskan di kertas (<i>noun, verb and adjective</i>). - Guru meminta beberapa siswa untuk maju kedepan kelas dan mempresentasikannya di papan tulis. - Guru meminta siswa untuk membuat kalimat sederhana dengan kosa kata yang sudah dituliskannya. <p>Contoh: <i>The national monument is symbolized as the spirit of the fiery Indonesian struggle.</i></p> <p>Mengasosiasi</p> <ul style="list-style-type: none"> - Siswa mengerjakan tugas yang terkait dengan tema, untuk mengetahui apakah siswa memahami pelajaran dipertemuan ini. (lampiran 2) <p>Mengkomunikasikan</p> <ul style="list-style-type: none"> - Siswa mengumpulkan tugas - Siswa dan guru membahas pekerjaan siswa. 	
<p>Penutup</p> <ul style="list-style-type: none"> - Siswa bersama guru menyimpulkan pembelajaran. - Melakukan penilaian dan/atau refleksi terhadap kegiatan yang sudah dilaksanakan secara konsisten dan terprogram. - Memberikan umpan balik pada proses dan hasil pembelajaran - Guru menyampaikan rencana pelajaran untuk pertemuan berikutnya. - Guru mengucapkan salam penutup. 	10 menit

H. Penilaian

Indikator Penelaian

1. Penilaian Proses (sikap)

No.	Aspek yang dinilai	Teknik Penilaian	Waktu Penilaian	Instrumen Penilain	Keterangan
1 2 3 4 5	Sungguh-sungguh Tanggung jawab Peduli Kerjasama Cinta damai	Pengamatan	Proses	Lembar pengamatan	

2. Penilaian dari Segi Tingkah Laku

No.	Aspek yang dinilai	Teknik Penilaian	Waktu Penilaian	Instrumen Penilain	Keterangan
1 2	Kerjasama kelompok Melakukan tindak komunikasi yang tepat	Pengamatan	Proses	Lembar pengamatan	

3. Penilaian hasil

Indikator Pencapaian Kompetensi	Teknik Penilaian	Bentuk Penilaian	Instrumen
Mengidentifikasi fungsi sosial, ungkapan, dan struktur teks, unsur kebahasaan serta format penulisan (linguistik feature) yang digunakan dalam teks deskriptif	Tes tulis	Essay	<i>Identify the following text and find out the language feature.</i>
Menyunting teks deskriptif lisan dan tulis sederhana, tentang orang, tempat wisata dan bangunan bersejarah terkenal, dengan memperhatikan fungsi sosial, struktur teks, dan	Tes tulis	Fill in the blank	<i>Complete the following text with the words in the box.</i>

unsur kebahasaan yang benar dan sesuai konteks.			
Menyusun teks deskriptif sederhana tentang orang, tempat wisata dan bangunan bersejarah terkenal yang terkait dengan topik.	Tes tulis		<i>Write down a simple descriptive text about person, tourism place, and historical place.</i>

Rubrik Penilaian

a. Aspek Sikap

No	Butir Sikap	Deskripsi	Perolehan skor
1	Sungguh-sungguh	<ul style="list-style-type: none"> - Selalu sungguh-sungguh - Sering sungguh-sungguh - Kadang-kadang sungguh-sungguh - Jarang sungguh-sungguh - Tidak pernah sungguh-sungguh 	5 4 3 2 1
2	Tanggung jawab	<ul style="list-style-type: none"> - Selalu tanggung jawab - Sering tanggung jawab - Kadang-kadang tanggung jawab - Jarang tanggung jawab - Tidak pernah tanggung jawab 	5 4 3 2 1
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4	Kerjasama	<ul style="list-style-type: none"> - Selalu kerjasama - Sering kerjasama - Kadang-kadang kerjasama - Jarang kerjasama - Tidak pernah kerjasama 	5 4 3 2 1
5	Cinta damai	<ul style="list-style-type: none"> - Selalu cinta damai - Sering cinta damai - Kadang-kadang cinta damai - Jarang cinta damai - Tidak pernah cinta damai 	5 4 3 2 1

b. Aspek Pengetahuan

No	Butir Sikap	Deskripsi	Perolehan skor
1	Struktur teks	- Hampir sempurna	5
		- Ada kesalahan tetapi tidak mengganggu makna	4
		- Ada beberapa kesalahan dan mengganggu makna	3
		- Banyak kesalahan dan mengganggu makna	2
		- Terlalu banyak kesalahan dan mengganggu makna	1
2	Pilihan kata	- Hampir sempurna	5
		- Ada kesalahan tetapi tidak mengganggu makna	4
		- Ada beberapa kesalahan dan mengganggu makna	3
		- Banyak kesalahan dan mengganggu makna	2
		- Terlalu banyak kesalahan dan mengganggu makna	1

c. Aspek Tingkahlaku

No	Butir Sikap	Deskripsi	Perolehan skor
1	Melakukan tindak komunikasi yang tepat	- Selalu melakukan kegiatan komunikasi yang tepat	5
		- Sering melakukan kegiatan komunikasi yang tepat	4
		- Beberapakali melakukan kegiatan komunikasi yang tepat	3
		- Pernah melakukan kegiatan komunikasi yang tepat	2
		- Tidak pernah melakukan kegiatan komunikasi yang tepat	1
2	Kerjasama kelompok	- Selalu kerjasama kelompok	5
		- Sering kerjasama kelompok	4
		- Beberapakali kerjasama kelompok	3
		- Pernah kerjasama kelompok	2
		- Tidak pernah kerjasama kelompok	1

d. Penilaian Hasil

Essay

B= 1

S= 0

Nilai maksimal= 100

Guru Mata Pelajaran

Gisting, September 2017

Mahasiswa Peneliti,

Aniswatun Rohmah, S.Pd
NBM. 1103368

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Mengetahui,
Kepala SMA Muhammadiyah Gisting

Soleh Fahrurroji, S.Pd
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Lampiran 1

Materi Pembelajaran

Descriptive text

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2. Description: cdescribes parts, qualities, and characteristics.

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2. Then draw a line out from the circle and write an idea associated with the topic. Circle this idea and from it draw lines and write ideas associated with topic.
3. Continue to map or cluster until you cannot think of any more ideas

Lampiran 2

1. Please, complete the following text about Safari Park with the words in the box !
2. Identify the part of speech (verb, noun, and adjective) of following text.

National Monument

National Monument or popularly called as Monas or obelisk monument is tower which is as torch flame towering to the sky. The height is about 132 meters. While its crock is 17 meters from the ground and the width of its yard is 45 x 45 meters square. Monas stands very solid covered with white paint on its body and colors that light up on its top.

It was built to the resistance and of the people of Indonesia to gain from Dutch colonialism. National monument construction was began on 17th August, 1961 in the reign of the first Indonesian president, Sukarno. It was Completed and opened to the public on 12th July, 1975. This monument is by flame which is covered by 35 kilogram of pure gold. The flames are placed on the top of the monument as the of the fiery Indonesian struggle. We can see the of the Monument national in the middle of Merdeka court, Central Jakarta.

commemorate	symbolized	memorial	Beauty	independence
shaped	crowned	spirit	Gold	struggle

Appendix 6

RENCANA PELAKSANAAN PEMBELAJARAN (RPP) (*Control Class*)

Nama Sekolah : SMA Muhammadiyah Gisting
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : X/1
Materi Pokok : Deskriptif Teks (*People*)
Alokasi Waktu : 2 x 45 menit
Pertemuan ke : 1

A. Kompetensi Inti

1. Menghayati dan mengamalkan ajaran agama yang dianutnya.
2. Menghayati dan mengamalkan perilaku jujur, disiplin, tanggung jawab, peduli, (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.
3. Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.
4. Mengolah, menalar dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metode sesuai kaidah keilmuan.

B. Kompetensi Dasar dan Indikator

No	Kompetensi Dasar	Indikator
1.	1.1.Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar	<p>1.1.1 Bersemangat dalam melaksanakan setiap kegiatan pada pembelajaran Bahasa Inggris</p> <p>1.1.2 Serius dalam melaksanakan setiap kegiatan pada pembelajaran Bahasa Inggris</p>
2.	3.7 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada teks deskriptif sederhana tentang orang, tempat wisata dan bangunan bersejarah terkenal, sesuai dengan konteks penggunaannya.	<p>3.7.1 Mengidentifikasi fungsi sosial seperti membanggakan, mengenalkan, mengidentifikasi, memuji, mengritik, mempromosikan, pada teks deskriptif sederhana tentang orang, tempat wisata dan bangunan bersejarah terkenal, sesuai dengan konteks penggunaannya.</p> <p>3.7.2 Mengidentifikasi struktur teks seperti penyebutan nama, sifat, dan tindakan orang, tempat wisata dan bangunan bersejarah terkenal dan nama bagian-bagiannya yang dipilih untuk dideskripsikan.</p> <p>3.7.3 Mengidentifikasi unsur kebahasaan seperti kata benda, kata kerja dan kata sifat terkait dengan orang, tempat wisata dan bangunan bersejarah terkenal serta ejaan, ucapan, tekanan kata, intonasi, ketika mempresentasikan secara lisan.</p>

3.	4.8 Menangkap makna dalam teks deskriptif lisan dan tulis sederhana.	4.8.1 Menemukan gagasan pokok, informasi rinci dan informasi tertentu serta fungsi sosial dari teks deskriptif yang dibaca/didengar.
	4.9 Menyunting teks deskriptif lisan dan tulis sederhana, tentang orang, tempat wisata dan bangunan bersejarah terkenal, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.	4.9.1 Melengkapi teks deskriptif rumpang tentang orang , tempat wisata dan bangunan bersejarah terkenal, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.
	4.10 Menyusun teks deskriptif lisan dan tulis sederhana, tentang orang , tempat wisata dan bangunan bersejarah terkenal, dengan memperhatikan tujuan, struktur teks, dan unsur kebahasaan, secara benar dan sesuai dengan konteks.	4.10.1 Menyusun teks deskriptif dengan memperhatikan tujuan, struktur teks, dan unsur kebahasaan, secara benar dan sesuai dengan konteks.

C. Tujuan Pembelajaran

Setelah melaksanakan serangkaian kegiatan pembelajaran, peserta didik dapat:

1. Melaksanakan setiap kegiatan yang diberikan oleh guru dengan semangat.
2. Melaksanakan setiap kegiatan yang diberikan oleh guru dengan serius.
3. Mengidentifikasi fungsi sosial seperti membanggakan, mengenalkan, mengidentifikasi, memuji, mengritik, mempromosikan, pada teks deskriptif sederhana tentang tempat wisata, sesuai dengan konteks penggunaannya.
4. Mengidentifikasi struktur teks seperti penyebutan nama, sifat, dan tindakan orang dan nama bagian-bagiannya yang dipilih untuk dideskripsikan.

5. Mengidentifikasi unsur kebahasaan seperti kata benda, kata kerja dan kata sifat terkait dengan orang dan ejaan, ucapan, tekanan kata, intonasi, ketika mempresentasikan secara lisan.
6. Melengkapi teks deskriptif rumpang tentang tempat wisata dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

D. Materi Pembelajaran

1. Lampiran 1 (*descriptive text*)

2. Fungsi sosial

Membanggakan, mengenalkan, mengidentifikasi, memuji, mengritik, mempromosikan.

3. Struktur teks

- Penyebutan nama tempat wisata, dan nama bagian-bagiannya yang dipilih untuk dideskripsikan.
- Penyebutan ciri orang dan bagiannya
- Penyebutan yang berkaitan dengan orang.

4. Unsur kebahasaan

- Using Adjective

S + to be + Adj

She is beautiful.

- Using Noun Phrases

S + V + Adj + N

That is a big building!

Peter has a fast car.

E. Sumber dan Media Pembelajaran

1. Sumber

- Kementerian Pendidik dan Kebudayaan. 2014. *“Bahasa Inggris SMA/MA Kelas X Semester I”*. Jakarta: Kementerian Pendidikan dan Kebudayaan.
- Sudarwati, Th. M., Eudia Grace. 2013. *Pathway to English for Senior High School Grade X*. Jakarta: Penerbit Erlangga
- Kamus
- <http://www.englishindo.com>
- <http://www.indonesia-tourism.com>

2. Alat

- Spidol
- Papan tulis

F. Teknik Pembelajaran

Translation Technique

G. Langkah Pembelajaran

Kegiatan Pembelajaran	Waktu
Kegiatan Awal a. Guru masuk ke kelas, guru memberi salam dan menyapa para siswa. Contoh: <i>salam, good morning, students. How are you today?</i> b. Guru memberi arahan kepada siswa untuk berdoa c. Guru memeriksa kehadiran siswa. Contoh: <i>who is absent today? Where is she/he?</i> d. Guru memberikan informasi tema yang akan dipelajari hari ini. e. Guru memberikan pertanyaan stimulus kepada siswa, contoh: <i>who is your special person?/ who is your favorite artist?/ who is your best friend? And how is he/she?</i>	10 menit

<p>Kegiatan Inti</p> <p>Mengamati</p> <ul style="list-style-type: none"> - Siswa mengamati contoh teks deskriptif yang diberikan oleh guru terkait orang (<i>people</i>). - Siswa dibimbing guru memahami bentuk kata seperti <i>noun</i>, <i>verb</i> and <i>adjective</i> berdasarkan contoh teks deskripsi tersebut. <p>Menanya</p> <ul style="list-style-type: none"> - Siswa mempertanyakan perihal arti kosa kata dari contoh teks deskripsi tersebut. <p>Mengeksplorasi</p> <ul style="list-style-type: none"> - Siswa membuat daftar kosakata yang terkait dengan contoh teks deskripsi tersebut. - Siswa menterjemahkan daftar kosakata yang telah dibuat. - Siswa menghafal daftar kosakata beserta terjemahannya <p>Mengasosiasi</p> <ul style="list-style-type: none"> - Siswa mengerjakan tugas yang terkait dengan tema, untuk mengetahui apakah siswa memahami pelajaran dipertemuan ini. (lampiran 2) <p>Mengkomunikasikan</p> <ul style="list-style-type: none"> - Siswa mengumpulkan tugas - Siswa dan guru membahas pekerjaan siswa. 	70 menit
<p>Penutup</p> <ul style="list-style-type: none"> - Siswa bersama guru menyimpulkan pembelajaran. - Melakukan penilaian dan/atau refleksi terhadap kegiatan yang sudah dilaksanakan secara konsisten dan terprogram. - Memberikan umpan balik pada proses dan hasil pembelajaran - Guru menyampaikan rencana pelajaran untuk pertemuan berikutnya. - Guru mengucapkan salam penutup. 	10 menit

H. Penilaian

Indikator Penelaian

1. Penilaian Proses (sikap)

No.	Aspek yang dinilai	Teknik Penilaian	Waktu Penilaian	Instrumen Penilain	Keterangan
1 2 3 4 5	Sungguh-sungguh Tanggung jawab Peduli Kerjasama Cinta damai	Pengamatan	Proses	Lembar pengamatan	

2. Penilaian dari Segi Tingkah Laku

No.	Aspek yang dinilai	Teknik Penilaian	Waktu Penilaian	Instrumen Penilain	Keterangan
1 2	Kerjasama kelompok Melakukan tindak komunikasi yang tepat	Pengamatan	Proses	Lembar pengamatan	

3. Penilaian hasil

Indikator Pencapaian Kompetensi	Teknik Penilaian	Bentuk Penilaian	Instrumen
Mengidentifikasi fungsi sosial, ungkapan, dan struktur teks, unsur kebahasaan serta format penulisan (linguistik feature) yang digunakan dalam teks deskriptif	Tes tulis	Essay	<i>Identify the following text and find out the language feature.</i>
Menyunting teks deskriptif lisan dan tulis sederhana, tentang orang, tempat wisata dan bangunan bersejarah terkenal, dengan memperhatikan fungsi sosial, struktur teks, dan	Tes tulis	Fill in the blank	<i>Complete the following text with the words in the box.</i>

unsur kebahasaan yang benar dan sesuai konteks.			
Menyusun teks deskriptif sederhana tentang orang, tempat wisata dan bangunan bersejarah terkenal yang terkait dengan topik.	Tes tulis		<i>Write down a simple descriptive text about person, tourism place, and historical place.</i>

Rubrik Penilaian

a. Aspek Sikap

No	Butir Sikap	Deskripsi	Perolehan skor
1	Sungguh-sungguh	<ul style="list-style-type: none"> - Selalu sungguh-sungguh - Sering sungguh-sungguh - Kadang-kadang sungguh-sungguh - Jarang sungguh-sungguh - Tidak pernah sungguh-sungguh 	5 4 3 2 1
2	Tanggung jawab	<ul style="list-style-type: none"> - Selalu tanggung jawab - Sering tanggung jawab - Kadang-kadang tanggung jawab - Jarang tanggung jawab - Tidak pernah tanggung jawab 	5 4 3 2 1
3	Peduli	<ul style="list-style-type: none"> - Selalu peduli - Sering peduli - Kadang-kadang peduli - Jarang peduli - Tidak pernah peduli 	5 4 3 2 1
4	Kerjasama	<ul style="list-style-type: none"> - Selalu kerjasama - Sering kerjasama - Kadang-kadang kerjasama - Jarang kerjasama - Tidak pernah kerjasama 	5 4 3 2 1
5	Cinta damai	<ul style="list-style-type: none"> - Selalu cinta damai - Sering cinta damai - Kadang-kadang cinta damai - Jarang cinta damai - Tidak pernah cinta damai 	5 4 3 2 1

b. Aspek Pengetahuan

No	Butir Sikap	Deskripsi	Perolehan skor
1	Struktur teks	- Hampir sempurna	5
		- Ada kesalahan tetapi tidak mengganggu makna	4
		- Ada beberapa kesalahan dan mengganggu makna	3
		- Banyak kesalahan dan mengganggu makna	2
		- Terlalu banyak kesalahan dan mengganggu makna	1
2	Pilihan kata	- Hampir sempurna	5
		- Ada kesalahan tetapi tidak mengganggu makna	4
		- Ada beberapa kesalahan dan mengganggu makna	3
		- Banyak kesalahan dan mengganggu makna	2
		- Terlalu banyak kesalahan dan mengganggu makna	1

c. Aspek Tingkahlaku

No	Butir Sikap	Deskripsi	Perolehan skor
1	Melakukan tindak komunikasi yang tepat	- Selalu melakukan kegiatan komunikasi yang tepat	5
		- Sering melakukan kegiatan komunikasi yang tepat	4
		- Beberapakali melakukan kegiatan komunikasi yang tepat	3
		- Pernah melakukan kegiatan komunikasi yang tepat	2
		- Tidak pernah melakukan kegiatan komunikasi yang tepat	1
2	Kerjasama kelompok	- Selalu kerjasama kelompok	5
		- Sering kerjasama kelompok	4
		- Beberapakali kerjasama kelompok	3
		- Pernah kerjasama kelompok	2
		- Tidak pernah kerjasama kelompok	1

d. Penilaian Hasil

Esaay

B = 1

S = 0

Nilai maksimal = 100

Guru Mata Pelajaran

Gisting, September 2017
Mahasiswa Peneliti,

Aniswatun Rohmah, S.Pd
NBM. 1103368

Sri Astuti Andayani
NPM. 1311040139

Mengetahui,
Kepala SMA Muhammadiyah Gisting

Soleh Fahrurroji, S.Pd
NBM. 824358



Lampiran 1

Materi Pembelajaran

Descriptive text

Descriptive text is the text that describes what kind of person, place and thing.

Generic strukture of Descriptive Text :

1. Identification: identifies phenomenon to be described.
2. Description: cdescribes parts, qualities, and characteristics.

Language features of Descriptive Text :

- a. Focus on specific participant
- b. Use of adjectives
- c. Use of simple present tense

Translation Technique

- a. Translation technique is the process of transferring message from one language (source language) into another (target language). Example: Source language: *Area dilarang merokok*. Target language: No smoking area

There are some procedures to do translation technique:

1. Class is taught in mother tongue, with little native use of the target (English).
2. Vocabulary is taught in the form of list of isolated word.
3. Students translate of isolated word from the target language to their mother tongue.
4. The teacher asks students in their native language if they have any question, students ask and the teacher answers the question in their native language.
5. Students memorize vocabulary.

Example descriptive text

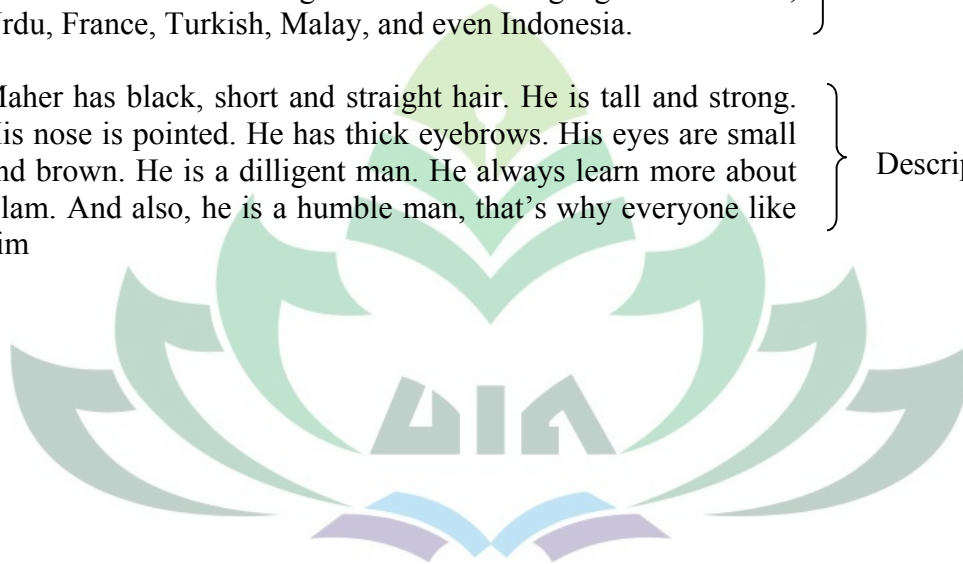


Maher Zain was born at 16 July 1981 in Tripoli, Lebanon. He is a muslim singer. Many of his song was sang with English, but there are some was sang with various language like Arabic, Urdu, France, Turkish, Malay, and even Indonesia.

} Identification

Maher has black, short and straight hair. He is tall and strong. His nose is pointed. He has thick eyebrows. His eyes are small and brown. He is a dilligent man. He always learn more about islam. And also, he is a humble man, that's why everyone like him

} Description



Lampiran 2

A. Please, complete the following text with the words in the box !



Afgan

His full name is Afgan Syah Reza, he was on 27 May 1989 in Jakarta. He is well as a young singer. Afgan was born into a musical family of Minangkabau origin, although he never had any vocal training. He is the second of four children of Lola Purnama and Loya Yahya.

Afgan is quiet tall. His height is 170 cm. He has an face, short hair. His are black and pointed nose. He has brown He is easily known because there are on his cheek when he is smiling and always glasses. He is, cute and his very good voice. Afgan has favourite music is pop, R & B, Soul and Jazz. That music influence his way to Afgan likes eating. His favourite food is Balado Potato. He loves it because it's delicious.

known	born	talented	oval	eyes
sing	skin	dimples	wears	friendly

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)
(Control Class)

Nama Sekolah : SMA Muhammadiyah Gisting
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : X/1
Materi Pokok : Deskriptif Teks (*Tourism Place*)
Alokasi Waktu : 2 x 45 menit
Pertemuan ke : 2

A. Kompetensi Inti

1. Menghayati dan mengamalkan ajaran agama yang dianutnya.
2. Menghayati dan mengamalkan perilaku jujur, disiplin, tanggung jawab, peduli, (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.
3. Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.
4. Mengolah, menalar dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metode sesuai kaidah keilmuan.

B. Kompetensi Dasar dan Indikator

No	Kompetensi Dasar	Indikator
1.	1.1.Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar	<p>1.1.1 Bersemangat dalam melaksanakan setiap kegiatan pada pembelajaran Bahasa Inggris</p> <p>1.1.2 Serius dalam melaksanakan setiap kegiatan pada pembelajaran Bahasa Inggris</p>
2.	3.7 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada teks deskriptif sederhana tentang orang, tempat wisata dan bangunan bersejarah terkenal, sesuai dengan konteks penggunaannya.	<p>3.7.1 Mengidentifikasi fungsi sosial seperti membangun, mengenalkan, mengidentifikasi, memuji, mengritik, mempromosikan, pada teks deskriptif sederhana tentang orang, tempat wisata dan bangunan bersejarah terkenal, sesuai dengan konteks penggunaannya.</p> <p>3.7.2 Mengidentifikasi struktur teks seperti penyebutan nama, sifat, dan tindakan orang, tempat wisata dan bangunan bersejarah terkenal dan nama bagian-bagiannya yang dipilih untuk dideskripsikan.</p> <p>3.7.3 Mengidentifikasi unsur kebahasaan seperti kata benda, kata kerja dan kata sifat terkait dengan orang, tempat wisata dan bangunan bersejarah terkenal serta ejaan, ucapan, tekanan kata, intonasi, ketika mempresentasikan secara lisan.</p>

3.	4.8 Menangkap makna dalam teks deskriptif lisan dan tulis sederhana.	4.8.1 Menemukan gagasan pokok, informasi rinci dan informasi tertentu serta fungsi sosial dari teks deskriptif yang dibaca/didengar.
	4.9 Menyunting teks deskriptif lisan dan tulis sederhana, tentang orang, tempat wisata dan bangunan bersejarah terkenal, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.	4.9.1 Melengkapi teks deskriptif rumpang tentang orang, tempat wisata dan bangunan bersejarah terkenal, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.
	4.10 Menyusun teks deskriptif lisan dan tulis sederhana, tentang orang, tempat wisata dan bangunan bersejarah terkenal, dengan memperhatikan tujuan, struktur teks, dan unsur kebahasaan, secara benar dan sesuai dengan konteks.	4.10.1 Menyusun teks deskriptif dengan memperhatikan tujuan, struktur teks, dan unsur kebahasaan, secara benar dan sesuai dengan konteks.

C. Tujuan Pembelajaran

Setelah melaksanakan serangkaian kegiatan pembelajaran, peserta didik dapat:

1. Melaksanakan setiap kegiatan yang diberikan oleh guru dengan semangat.
2. Melaksanakan setiap kegiatan yang diberikan oleh guru dengan serius.
3. Mengidentifikasi fungsi sosial seperti membanggakan, mengenalkan, mengidentifikasi, memuji, mengritik, mempromosikan, pada teks deskriptif sederhana tentang tempat wisata, sesuai dengan konteks penggunaannya.
4. Mengidentifikasi struktur teks seperti penyebutan nama, sifat tempat wisata dan nama bagian-bagiannya yang dipilih untuk dideskripsikan.

5. Mengidentifikasi unsur kebahasaan seperti kata benda, kata kerja dan kata sifat terkait dengan tempat wisata dan ejaan, ucapan, tekanan kata, intonasi, ketika mempresentasikan secara lisan.
6. Melengkapi teks deskriptif rumpang tentang tempat wisata dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

D. Materi Pembelajaran

1. Lampiran 1 (*descriptive text*)
2. Fungsi sosial
Membanggakan, mengenalkan, mengidentifikasi, memuji, mengritik, mempromosikan.
3. Struktur teks
 - Penyebutan nama tempat wisata, dan nama bagian-bagiannya yang dipilih untuk dideskripsikan.
 - Penyebutan ciri orang dan bagiannya
 - Penyebutan yang berkaitan dengan orang.
4. Unsur kebahasaan
 - Using Adjective
S + to be + Adj
She is beautiful.
 - Using Noun Phrases
S + V + Adj + N
That is a big building!
Peter has a fast car.

E. Sumber dan Media Pembelajaran

1. Sumber

- Kementerian Pendidik dan Kebudayaan. 2014. *“Bahasa Inggris SMA/MA Kelas X Semester 1”*. Jakarta: Kementerian Pendidikan dan Kebudayaan.
- Sudarwati, Th. M., Eudia Grace. 2013. *Pathway to English for Senior High School Grade X*. Jakarta: Penerbit Erlangga
- Kamus
- <http://www.englishindo.com>
- <http://www.indonesia-tourism.com>

2. Alat

- Spidol
- Papan tulis

F. Teknik Pembelajaran

Translation Technique

G. Langkah Pembelajaran

Kegiatan Pembelajaran	Waktu
Kegiatan Awal a. Guru masuk ke kelas, guru memberi salam dan menyapa para siswa. Contoh: <i>salam, good morning, students. How are you today?</i> b. Guru memberi arahan kepada siswa untuk berdoa c. Guru memeriksa kehadiran siswa. Contoh: <i>who is absent today? Where is she/he?</i> d. Guru memberikan informasi tema yang akan dipelajari hari ini. e. Guru memberikan pertanyaan stimulus kepada siswa, contoh: <i>where you have been tours? And how is there ?</i>	10 menit

<p>Kegiatan Inti</p> <p>Mengamati</p> <ul style="list-style-type: none"> - Siswa mengamati contoh teks deskriptif yang diberikan oleh guru. - Siswa dibimbing guru memahami bentuk kata seperti <i>noun</i>, <i>verb</i> and <i>adjective</i> berdasarkan contoh teks deskripsi tersebut. <p>Menanya</p> <ul style="list-style-type: none"> - Siswa mempertanyakan perihal arti kosa kata dari contoh teks deskripsi tersebut. <p>Mengeksplorasi</p> <ul style="list-style-type: none"> - Siswa membuat daftar kosakata yang terkait dengan contoh teks deskripsi tersebut. - Siswa menterjemahkan daftar kosakata yang telah dibuat. - Siswa menghafal daftar kosakata beserta terjemahannya. <p>Mengasosiasi</p> <ul style="list-style-type: none"> - Siswa mengerjakan tugas yang terkait dengan tema, untuk mengetahui apakah siswa memahami pelajaran dipertemuan ini. (lampiran 2) <p>Mengkomunikasikan</p> <ul style="list-style-type: none"> - Siswa mengumpulkan tugas - Siswa dan guru membahas pekerjaan siswa. 	70 menit
<p>Penutup</p> <ul style="list-style-type: none"> - Siswa bersama guru menyimpulkan pembelajaran. - Melakukan penilaian dan/atau refleksi terhadap kegiatan yang sudah dilaksanakan secara konsisten dan terprogram. - Memberikan umpan balik pada proses dan hasil pembelajaran - Guru menyampaikan rencana pelajaran untuk pertemuan berikutnya. - Guru mengucapkan salam penutup. 	10 menit

H. Penilaian

Indikator Penelaian

1. Penilaian Proses (sikap)

No.	Aspek yang dinilai	Teknik Penilaian	Waktu Penilaian	Instrumen Penilain	Keterangan
1 2 3 4 5	Sungguh-sungguh Tanggung jawab Peduli Kerjasama Cinta damai	Pengamatan	Proses	Lembar pengamatan	

2. Penilaian dari Segi Tingkah Laku

No.	Aspek yang dinilai	Teknik Penilaian	Waktu Penilaian	Instrumen Penilain	Keterangan
1 2	Kerjasama kelompok Melakukan tindak komunikasi yang tepat	Pengamatan	Proses	Lembar pengamatan	

3. Penilaian hasil

Indikator Pencapaian Kompetensi	Teknik Penilaian	Bentuk Penilaian	Instrumen
Mengidentifikasi fungsi sosial, ungkapan, dan struktur teks, unsur kebahasaan serta format penulisan (linguistik feature) yang digunakan dalam teks deskriptif	Tes tulis	Essay	<i>Identify the following text and find out the language feature.</i>
Menyunting teks deskriptif lisan dan tulis sederhana, tentang orang, tempat wisata dan bangunan bersejarah terkenal, dengan memperhatikan fungsi sosial, struktur teks, dan	Tes tulis	Fill in the blank	<i>Complete the following text with the words in the box.</i>

unsur kebahasaan yang benar dan sesuai konteks.			
Menyusun teks deskriptif sederhana tentang orang, tempat wisata dan bangunan bersejarah terkenal yang terkait dengan topik.	Tes tulis		<i>Write down a simple descriptive text about person, tourism place, and historical place.</i>

Rubrik Penilaian

a. Aspek Sikap

No	Butir Sikap	Deskripsi	Perolehan skor
1	Sungguh-sungguh	<ul style="list-style-type: none"> - Selalu sungguh-sungguh - Sering sungguh-sungguh - Kadang-kadang sungguh-sungguh - Jarang sungguh-sungguh - Tidak pernah sungguh-sungguh 	5 4 3 2 1
2	Tanggung jawab	<ul style="list-style-type: none"> - Selalu tanggung jawab - Sering tanggung jawab - Kadang-kadang tanggung jawab - Jarang tanggung jawab - Tidak pernah tanggung jawab 	5 4 3 2 1
3	Peduli	<ul style="list-style-type: none"> - Selalu peduli - Sering peduli - Kadang-kadang peduli - Jarang peduli - Tidak pernah peduli 	5 4 3 2 1
4	Kerjasama	<ul style="list-style-type: none"> - Selalu kerjasama - Sering kerjasama - Kadang-kadang kerjasama - Jarang kerjasama - Tidak pernah kerjasama 	5 4 3 2 1
5	Cinta damai	<ul style="list-style-type: none"> - Selalu cinta damai - Sering cinta damai - Kadang-kadang cinta damai - Jarang cinta damai - Tidak pernah cinta damai 	5 4 3 2 1

b. Aspek Pengetahuan

No	Butir Sikap	Deskripsi	Perolehan skor
1	Struktur teks	- Hampir sempurna	5
		- Ada kesalahan tetapi tidak mengganggu makna	4
		- Ada beberapa kesalahan dan mengganggu makna	3
		- Banyak kesalahan dan mengganggu makna	2
		- Terlalu banyak kesalahan dan mengganggu makna	1
2	Pilihan kata	- Hampir sempurna	5
		- Ada kesalahan tetapi tidak mengganggu makna	4
		- Ada beberapa kesalahan dan mengganggu makna	3
		- Banyak kesalahan dan mengganggu makna	2
		- Terlalu banyak kesalahan dan mengganggu makna	1

c. Aspek Tingkahlaku

No	Butir Sikap	Deskripsi	Perolehan skor
1	Melakukan tindak komunikasi yang tepat	- Selalu melakukan kegiatan komunikasi yang tepat	5
		- Sering melakukan kegiatan komunikasi yang tepat	4
		- Berapakah kali melakukan kegiatan komunikasi yang tepat	3
		- Pernah melakukan kegiatan komunikasi yang tepat	2
		- Tidak pernah melakukan kegiatan komunikasi yang tepat	1
2	Kerjasama kelompok	- Selalu kerjasama kelompok	5
		- Sering kerjasama kelompok	4
		- Berapakah kali kerjasama kelompok	3
		- Pernah kerjasama kelompok	2
		- Tidak pernah kerjasama kelompok	1

d. Penilaian Hasil

Esay

B = 1

S = 0

Nilai maksimal = 100

Guru Mata Pelajaran

Gisting, September 2017
Mahasiswa Peneliti,

Aniswatun Rohmah, S.Pd
NBM. 1103368

Sri Astuti Andayani
NPM. 1311040139

Mengetahui,
Kepala SMA Muhammadiyah Gisting

Soleh Fahrurroji, S.Pd
NBM. 824358



Lampiran 1

Materi Pembelajaran

Descriptive text

Descriptive text is the text that describes what kind of person, place and thing.

Generic strukture of Descriptive Text :

1. Identification: identifies phenomenon to be described.
2. Description: cdescribes parts, qualities, and characteristics.

Language features of Descriptive Text :

- a. Focus on specific participant
- b. Use of adjectives
- c. Use of simple present tense

Translation Technique

- a. Translation technique is the process of transferring message from one language (source language) into another (target language). Example: Source language: *Area dilarang merokok*. Target language: No smoking area

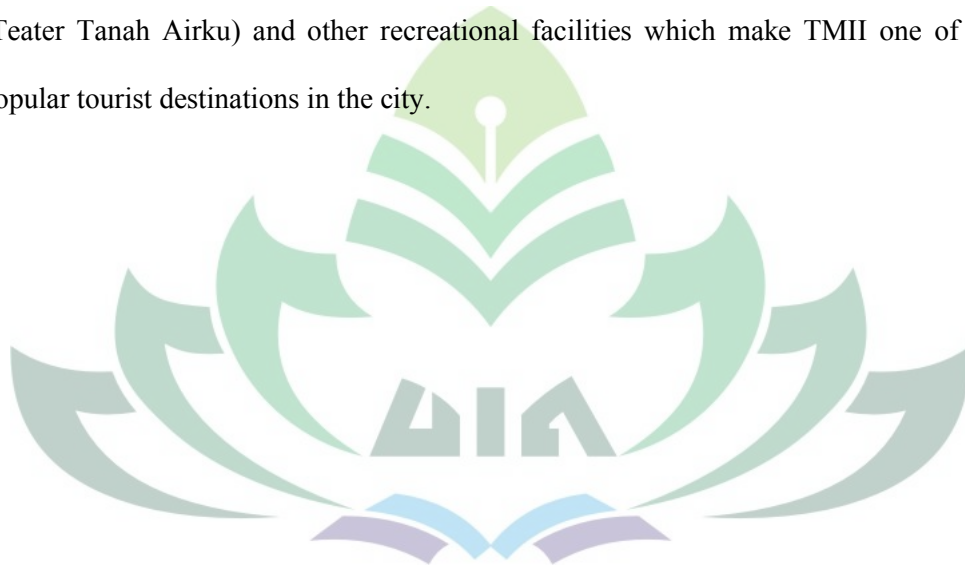
There are some procedures to do translation technique:

1. Class is taught in mother tongue, with little native use of the target (English).
2. Vocabulary is taught in the form of list of isolated word.
3. Students translate of isolated word from the target language to their mother tongue.
4. The teacher asks students in their native language if they have any question, students ask and the teacher answers the question in their native language.
5. Students memorize vocabulary.

Example descriptive text

Taman Mini Indonesia Indah (TMII) is a culture-based recreational area located in East Jakarta, Indonesia. Covering an area of about 250 acres, the park is a synopsis of Indonesian culture, with virtually all aspects of daily life in Indonesia's provinces encapsulated in separate pavilions with the collections of Indonesian architecture, clothing, dances and traditions are all depicted impeccably.

Apart from that, there is a lake with a miniature of the archipelago in the middle of it, cable cars, museums, Keong Emas Imax cinema, a theater called the Theatre of My Homeland (Teater Tanah Airku) and other recreational facilities which make TMII one of the most popular tourist destinations in the city.



RENCANA PELAKSANAAN PEMBELAJARAN (RPP)
(Control Class)

Nama Sekolah : SMA Muhammadiyah Gisting
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : X/1
Materi Pokok : Deskriptif Teks (*Historical Place*)
Alokasi Waktu : 2 x 45 menit
Pertemuan ke : 3

A. Kompetensi Inti

1. Menghayati dan mengamalkan ajaran agama yang dianutnya.
2. Menghayati dan mengamalkan perilaku jujur, disiplin, tanggung jawab, peduli, (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.
3. Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa inginnya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.
4. Mengolah, menalar dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metode sesuai kaidah keilmuan.

B. Kompetensi Dasar dan Indikator

No	Kompetensi Dasar	Indikator
1.	1.1.Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar	<p>1.1.1 Bersemangat dalam melaksanakan setiap kegiatan pada pembelajaran Bahasa Inggris</p> <p>1.1.2 Serius dalam melaksanakan setiap kegiatan pada pembelajaran Bahasa Inggris</p>
2.	3.7 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada teks deskriptif sederhana tentang orang, tempat wisata dan bangunan bersejarah terkenal, sesuai dengan konteks penggunaannya.	<p>3.7.1 Mengidentifikasi fungsi sosial seperti membanggakan, mengenalkan, mengidentifikasi, memuji, mengritik, mempromosikan, pada teks deskriptif sederhana tentang orang, tempat wisata dan bangunan bersejarah terkenal, sesuai dengan konteks penggunaannya.</p> <p>3.7.2 Mengidentifikasi struktur teks seperti penyebutan nama, sifat, dan tindakan orang, tempat wisata dan bangunan bersejarah terkenal dan nama bagian-bagiannya yang dipilih untuk dideskripsikan.</p> <p>3.7.3 Mengidentifikasi unsur kebahasaan seperti kata benda, kata kerja dan kata sifat terkait dengan orang, tempat wisata dan bangunan bersejarah terkenal serta ejaan, ucapan, tekanan kata, intonasi, ketika mempresentasikan secara</p>

		lisan.
3.	4.8 Menangkap makna dalam teks deskriptif lisan dan tulis sederhana.	4.8.1 Menemukan gagasan pokok, informasi rinci dan informasi tertentu serta fungsi sosial dari teks deskriptif yang dibaca/didengar.
	4.9 Menyunting teks deskriptif lisan dan tulis sederhana, tentang orang, tempat wisata dan bangunan bersejarah terkenal, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.	4.9.1 Melengkapi teks deskriptif rumpang tentang orang, tempat wisata dan bangunan bersejarah terkenal, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.
	4.10 Menyusun teks deskriptif lisan dan tulis sederhana, tentang orang, tempat wisata dan bangunan bersejarah terkenal , dengan memperhatikan tujuan, struktur teks, dan unsur kebahasaan, secara benar dan sesuai dengan konteks.	4.10.1 Menyusun teks deskriptif dengan memperhatikan tujuan, struktur teks, dan unsur kebahasaan, secara benar dan sesuai dengan konteks.

C. Tujuan Pembelajaran

Setelah melaksanakan serangkaian kegiatan pembelajaran, peserta didik dapat:

1. Melaksanakan setiap kegiatan yang diberikan oleh guru dengan semangat.
2. Melaksanakan setiap kegiatan yang diberikan oleh guru dengan serius.
3. Mengidentifikasi fungsi sosial seperti membanggakan, mengenalkan, mengidentifikasi, memuji, mengritik, mempromosikan, pada teks deskriptif sederhana tentang tempat wisata, sesuai dengan konteks penggunaannya.
4. Mengidentifikasi struktur teks seperti penyebutan nama, sifat tempat wisata dan nama bagian-bagiannya yang dipilih untuk dideskripsikan.

5. Mengidentifikasi unsur kebahasaan seperti kata benda, kata kerja dan kata sifat terkait dengan tempat wisata dan ejaan, ucapan, tekanan kata, intonasi, ketika mempresentasikan secara lisan.
6. Melengkapi teks deskriptif rumpang tentang tempat wisata dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

D. Materi Pembelajaran

1. Lampiran 1 (*descriptive text*)
2. Fungsi sosial
Membanggakan, mengenalkan, mengidentifikasi, memuji, mengritik, mempromosikan.
3. Struktur teks
 - Penyebutan nama tempat wisata, dan nama bagian-bagiannya yang dipilih untuk dideskripsikan.
 - Penyebutan ciri orang dan bagiannya
 - Penyebutan yang berkaitan dengan orang.
4. Unsur kebahasaan
 - Using Adjective
S + to be + Adj
She is beautiful.
 - Using Noun Phrases
S + V + Adj + N
That is a big building!
Peter has a fast car.

E. Sumber dan Media Pembelajaran

1. Sumber

- Kementerian Pendidik dan Kebudayaan. 2014. *“Bahasa Inggris SMA/MA Kelas X Semester I”*. Jakarta: Kementerian Pendidikan dan Kebudayaan.
- Sudarwati, Th. M., Eudia Grace. 2013. *Pathway to English for Senior High School Grade X*. Jakarta: Penerbit Erlangga
- Kamus
- <http://www.englishindo.com>
- <http://www.indonesia-tourism.com>

2. Alat

- Spidol
- Papan tulis

F. Teknik Pembelajaran

Translation Technique

G. Langkah Pembelajaran

Kegiatan Pembelajaran	Waktu
Kegiatan Awal a. Guru masuk ke kelas, guru memberi salam dan menyapa para siswa. Contoh: <i>salam, good morning, students. How are you today?</i> b. Guru memberi arahan kepada siswa untuk berdoa c. Guru memeriksa kehadiran siswa. Contoh: <i>who is absent today? Where is she/he?</i> d. Guru memberikan informasi tema yang akan dipelajari hari ini. e. Guru memberikan pertanyaan stimulus kepada siswa, contoh: <i>you know historical buildings? What historical buildings do you know? Have you ever visited?</i>	10 menit

<p>Kegiatan Inti</p> <p>Mengamati</p> <ul style="list-style-type: none"> - Siswa mengamati contoh teks deskriptif yang diberikan oleh guru terkait dengan bangunan bersejarah. - Siswa dibimbing guru memahami bentuk kata seperti <i>noun</i>, <i>verb</i> and <i>adjective</i> berdasarkan contoh teks deskripsi tersebut. <p>Menanya</p> <ul style="list-style-type: none"> - Siswa mempertanyakan perihal arti kosa kata dari contoh teks deskripsi terkait bangunan bersejarah. <p>Mengeksplorasi</p> <ul style="list-style-type: none"> - Siswa membuat daftar kosakata yang terkait dengan contoh teks deskripsi tersebut. - Siswa menterjemahkan daftar kosakata yang telah dibuat. - Siswa menghafal daftar kosakata beserta terjemahannya <p>Mengasosiasi</p> <ul style="list-style-type: none"> - Siswa mengerjakan tugas yang terkait dengan tema, untuk mengetahui apakah siswa memahami pelajaran dipertemuan ini. (lampiran 2) <p>Mengkomunikasikan</p> <ul style="list-style-type: none"> - Siswa mengumpulkan tugas - Siswa dan guru membahas pekerjaan siswa. 	70 menit
<p>Penutup</p> <ul style="list-style-type: none"> - Siswa bersama guru menyimpulkan pembelajaran. - Melakukan penilaian dan/atau refleksi terhadap kegiatan yang sudah dilaksanakan secara konsisten dan terprogram. - Memberikan umpan balik pada proses dan hasil pembelajaran - Guru menyampaikan rencana pelajaran untuk pertemuan berikutnya. - Guru mengucapkan salam penutup. 	10 menit

H. Penilaian

Indikator Penelaian

1. Penilaian Proses (sikap)

No.	Aspek yang dinilai	Teknik Penilaian	Waktu Penilaian	Instrumen Penilain	Keterangan
1 2 3 4 5	Sungguh-sungguh Tanggung jawab Peduli Kerjasama Cinta damai	Pengamatan	Proses	Lembar pengamatan	

2. Penilaian dari Segi Tingkah Laku

No.	Aspek yang dinilai	Teknik Penilaian	Waktu Penilaian	Instrumen Penilain	Keterangan
1 2	Kerjasama kelompok Melakukan tindak komunikasi yang tepat	Pengamatan	Proses	Lembar pengamatan	

3. Penilaian hasil

Indikator Pencapaian Kompetensi	Teknik Penilaian	Bentuk Penilaian	Instrumen
Mengidentifikasi fungsi sosial, ungkapan, dan struktur teks, unsur kebahasaan serta format penulisan (linguistik feature) yang digunakan dalam teks deskriptif	Tes tulis	Essay	<i>Identify the following text and find out the language feature.</i>
Menyunting teks deskriptif lisan dan tulis sederhana, tentang orang, tempat wisata dan bangunan bersejarah terkenal, dengan memperhatikan fungsi sosial, struktur teks, dan	Tes tulis	Fill in the blank	<i>Complete the following text with the words in the box.</i>

unsur kebahasaan yang benar dan sesuai konteks.			
Menyusun teks deskriptif sederhana tentang orang, tempat wisata dan bangunan bersejarah terkenal yang terkait dengan topik.	Tes tulis		<i>Write down a simple descriptive text about person, tourism place, and historical place.</i>

Rubrik Penilaian

a. Aspek Sikap

No	Butir Sikap	Deskripsi	Perolehan skor
1	Sungguh-sungguh	<ul style="list-style-type: none"> - Selalu sungguh-sungguh - Sering sungguh-sungguh - Kadang-kadang sungguh-sungguh - Jarang sungguh-sungguh - Tidak pernah sungguh-sungguh 	5 4 3 2 1
2	Tanggung jawab	<ul style="list-style-type: none"> - Selalu tanggung jawab - Sering tanggung jawab - Kadang-kadang tanggung jawab - Jarang tanggung jawab - Tidak pernah tanggung jawab 	5 4 3 2 1
3	Peduli	<ul style="list-style-type: none"> - Selalu peduli - Sering peduli - Kadang-kadang peduli - Jarang peduli - Tidak pernah peduli 	5 4 3 2 1
4	Kerjasama	<ul style="list-style-type: none"> - Selalu kerjasama - Sering kerjasama - Kadang-kadang kerjasama - Jarang kerjasama - Tidak pernah kerjasama 	5 4 3 2 1
5	Cinta damai	<ul style="list-style-type: none"> - Selalu cinta damai - Sering cinta damai - Kadang-kadang cinta damai - Jarang cinta damai - Tidak pernah cinta damai 	5 4 3 2 1

b. Aspek Pengetahuan

No	Butir Sikap	Deskripsi	Perolehan skor
1	Struktur teks	- Hampir sempurna	5
		- Ada kesalahan tetapi tidak mengganggu makna	4
		- Ada beberapa kesalahan dan mengganggu makna	3
		- Banyak kesalahan dan mengganggu makna	2
		- Terlalu banyak kesalahan dan mengganggu makna	1
2	Pilihan kata	- Hampir sempurna	5
		- Ada kesalahan tetapi tidak mengganggu makna	4
		- Ada beberapa kesalahan dan mengganggu makna	3
		- Banyak kesalahan dan mengganggu makna	2
		- Terlalu banyak kesalahan dan mengganggu makna	1

c. Aspek Tingkahlaku

No	Butir Sikap	Deskripsi	Perolehan skor
1	Melakukan tindak komunikasi yang tepat	- Selalu melakukan kegiatan komunikasi yang tepat	5
		- Sering melakukan kegiatan komunikasi yang tepat	4
		- Beberapakali melakukan kegiatan komunikasi yang tepat	3
		- Pernah melakukan kegiatan komunikasi yang tepat	2
		- Tidak pernah melakukan kegiatan komunikasi yang tepat	1
2	Kerjasama kelompok	- Selalu kerjasama kelompok	5
		- Sering kerjasama kelompok	4
		- Beberapakali kerjasama kelompok	3
		- Pernah kerjasama kelompok	2
		- Tidak pernah kerjasama kelompok	1

d. Penilaian Hasil

Esayy

B = 1

S = 0

Nilai maksimal = 100

Guru Mata Pelajaran

Gisting, September 2017

Mahasiswa Peneliti,

Aniswatun Rohmah, S.Pd
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Sri Astuti Andayani
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Mengetahui,
Kepala SMA Muhammadiyah Gisting

Soleh Fahrurroji, S.Pd
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Lampiran 1

Materi Pembelajaran

Descriptive text

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1. Identification: identifies phenomenon to be described.
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- a. Translation technique is the process of transferring message from one language (source language) into another (target language). Example: Source language: *Area dilarang merokok*. Target language: No smoking area

There are some procedures to do translation technique:

1. Class is taught in mother tongue, with little native use of the target (English).
2. Vocabulary is taught in the form of list of isolated word.
3. Students translate of isolated word from the target language to their mother tongue.
4. The teacher asks students in their native language if they have any question, students ask and the teacher answers the question in their native language.
5. Students memorize vocabulary.

Example descriptive text

Purna Bhakti Pertiwi museum is a place to preserve the historical evidence of Mr. Soeharto's struggle and service to the country and nation from early independence up to the era of national development.

As a tourist attraction, this museum also houses a number of the finest works of art presented to Mr. and Mrs. Soeharto by friends and colleagues from all corners of the world.

Read our booklet and you will have a glimpse at Purna Bhakti Pertiwi. It covers the meaning and material of the existing collection, consisting of various kinds and forms of the works of art, which makes this museum appealing to visit.



Appendix 7

Form of Construct Validity

Mata Pelajaran : Bahasa Inggris
Kelas/Semester : X/I
Penelaah : Aniswatun Rohmah, S.Pd

Petunjuk pengisian format penelaah butir soal:

Analisislah instrument soal berdasarkan semua kriteria yang tertera di dalam format!

- Berikanlah tanda centang (✓) pada kolom “ya” jika soal yang ditelaah sudah sesuai dengan kriteria.
- Berikanlah tanda centang (✓) pada kolom “tidak” jika soal yang ditelaah tidak/belum sesuai dengan kriteria, kemudian tuliskan alasan pada kolom “catatan”.

No	Aspek	Ya	Tidak	Catatan
1	Apakah instrument sudah sesuai dengan kompetensi dasar dan indikator untuk siswa kelas X di semester 1?			
2	Apakah isi materi dan topik sesuai dengan jenjang sekolah atau tingkat kelas?			
3	Apakah instruksi mudah dipahami oleh siswa?			
4	Apakah instruksi sudah sesuai dengan aspek yang akan diukur?			
5	Apakah instruksi sudah sesuai dengan kisi-kisi?			

Gisting, September 2017

Guru Mata Pelajaran ,



Aniswatun Rohmah, S.Pd
NBM. 1103368

REKAP ANALISIS BUTIR
=====

Rata2= 13.70

Simpang Baku= 4.89

KorelasiXY= 0.60

Reliabilitas Tes= 0.75

Butir Soal= 40

Jumlah Subyek= 30

Nama berkas: C:\USERS\USER\DOCUMENTS\TRYOUT PRETEST.ANA

Btr Baru	Btr Asli	D.Pembeda(%)	T. Kesukaran	Korelasi	Sign. Korelasi
1	1	25.00	Mudah	0.314	Signifikan
2	2	50.00	Sedang	0.404	Sangat
Signifikan					
3	3	12.50	Sukar	0.108	-
4	4	75.00	Sedang	0.472	Sangat
Signifikan					
5	5	62.50	Sukar	0.565	Sangat
Signifikan					
6	6	0.00	Sedang	0.175	-
7	7	12.50	Sangat Sukar	0.114	-
8	8	12.50	Sukar	0.337	Signifikan
9	9	12.50	Sedang	0.118	-
10	10	12.50	Sangat Sukar	0.139	-
11	11	50.00	Sedang	0.398	Sangat
Signifikan					
12	12	12.50	Sangat Sukar	0.057	-
13	13	50.00	Sukar	0.509	Sangat
Signifikan					
14	14	37.50	Sukar	0.362	Signifikan
15	15	-25.00	Sedang	-0.152	-
16	16	12.50	Sangat Sukar	0.025	-
17	17	37.50	Sedang	0.485	Sangat
Signifikan					
18	18	50.00	Sukar	0.624	Sangat
Signifikan					
19	19	25.00	Sedang	-0.039	-
20	20	0.00	Sukar	-0.239	-
21	21	62.50	Sukar	0.651	Sangat
Signifikan					
22	22	25.00	Sangat Sukar	0.256	-
23	23	25.00	Sukar	0.516	Sangat
Signifikan					
24	24	0.00	Sangat Sukar	-0.047	-
25	25	12.50	Sukar	0.224	-
26	26	25.00	Sangat Sukar	0.196	-
27	27	37.50	Sukar	0.460	Sangat
Signifikan					
28	28	0.00	Sangat Sukar	0.077	-
29	29	50.00	Sedang	0.386	Signifikan
30	30	37.50	Sedang	0.370	Signifikan
31	31	25.00	Sangat Sukar	0.304	-

32	32	62.50	Sukar	0.687	Sangat
Signifikan					
33	33	37.50	Sukar	0.508	Sangat
Signifikan					
34	34	50.00	Sedang	0.317	Signifikan
35	35	62.50	Sukar	0.634	Sangat
Signifikan					
36	36	-12.50	Sedang	0.020	-
37	37	12.50	Sangat Sukar	0.156	-
38	38	50.00	Sukar	0.651	Sangat
Signifikan					
39	39	12.50	Sukar	0.278	-
40	40	0.00	Sangat Sukar	-0.042	-

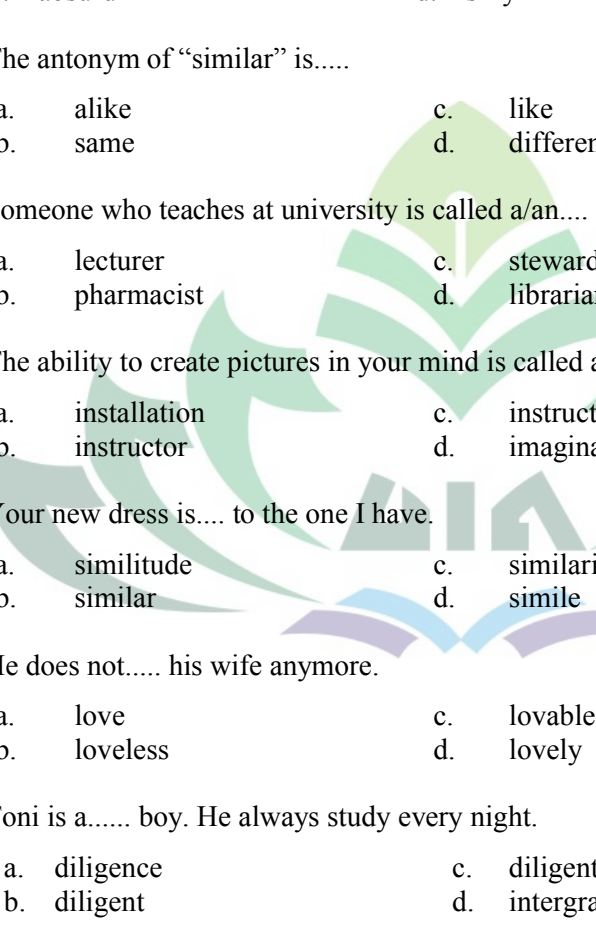


Appendix 9

Test Items for Pre-Test

Subject : English
Class : X
Time : 60 minutes

Choose either a, b, c, or d for the correct answer !

- 
1. The synonym of "clever" is....
 - a. smart
 - b. absurd
 - c. foolish
 - d. silly
 2. The antonym of "similar" is....
 - a. alike
 - b. same
 - c. like
 - d. different
 3. Someone who teaches at university is called a/an....
 - a. lecturer
 - b. pharmacist
 - c. stewardness
 - d. librarian
 4. The ability to create pictures in your mind is called a/an....
 - a. installation
 - b. instructor
 - c. instruction
 - d. imagination
 5. Your new dress is.... to the one I have.
 - a. similitude
 - b. similar
 - c. similarity
 - d. simile
 6. He does not..... his wife anymore.
 - a. love
 - b. loveless
 - c. lovable
 - d. lovely
 7. Toni is a..... boy. He always study every night.
 - a. diligence
 - b. diligent
 - c. diligently
 - d. intergration
 8. An Actor has to use his..... to play his role well.
 - a. imagine
 - b. imaginary
 - c. imagination
 - d. imaginative

9. "Bergetar" in English is....
- | | |
|-----------|------------|
| a. reject | c. Vibrate |
| b. effort | d. Examine |
10. Tuty studies English every Monday. The underline word has the same meaning with...
- | | |
|----------|-------------|
| a. study | c. Studying |
| b. read | d. Learns |
11. She the students by asking so many questions.
- | | |
|-------------|----------------|
| a. examines | c. examination |
| b. exam | d. examine |
12. Raisa is a famous singer. She is pretty and... girl.
- | | |
|---------|----------|
| a. old | c. bad |
| b. lazy | d. smart |
13. is the place to keep valuable and historical things
- | | |
|------------|-----------|
| a. museum | c. School |
| b. library | d. Office |
14. I and my friends are in the library. We read....
- | | |
|---------------|--------------|
| a. some book | c. two book |
| b. some books | d. one books |
15. Fatin's statue is broken. She is very now.
- | | |
|------------|----------|
| a. confuse | c. happy |
| b. sad | d. charm |
16. The tourist told the guide to... information about the environment in Bali.
- | | |
|---------|---------|
| a. give | c. play |
| b. take | d. save |
17. I live in Irian Jaya during my....
- | | |
|-----------------|--------------|
| a. children | c. childhood |
| b. childishness | d. Childish |
18. Rafi is.... He can answer the most difficult question given by the teacher.
- | | |
|-------------|---------------|
| a. cleverly | c. cleverness |
| b. clever | d. Cleverer |
19. My family.... Candi Borobudur next week.
- | | |
|---------------|------------------|
| a. will visit | c. are visiting |
| b. visited | d. will visiting |

20. Tomy, Jane, Mark, and Sarah..... students.

- | | | | |
|----|-----------|----|--------------|
| a. | is smart | c. | am smart |
| b. | are smart | d. | is not smart |

- Good Luck -



Answer Key Of The Items For Pretest

- | | |
|-------|-------|
| 1. a | 11. a |
| 2. b | 12. d |
| 3. a | 13. a |
| 4. d | 14. b |
| 5. b | 15. b |
| 6. a | 16. a |
| 7. b | 17. c |
| 8. a | 18. b |
| 9. c | 19. a |
| 10. d | 20. b |



Appendix 10

Test Items for Post-Test

Subject : English
Class : X
Time : 60 minutes

Choose either a, b, c, or d for the correct answer !

1. A person who is trained to assist women in childbirth is called a/an....
 - a. teacher
 - b. student
 - c. traveller
 - d. midwife
2. The act of directing is called a/an....
 - a. popularity
 - b. electrician
 - c. direction
 - d. communication
3. The synonym of "honest" is.....
 - a. truthful
 - b. beautiful
 - c. glad
 - d. strange
4. A person who installs and maintains electrical equipment is called a/an...
 - a. popularity
 - b. electrician
 - c. direction
 - d. communication
5. People are wondering about her.... behaviour.
 - a. strange
 - b. strangeness
 - c. stranger
 - d. strangely
6. Mrs. Betty is a favourite English teacher in my school because she is very **kind** to every student.
The antonym of bold type is....
 - a. good
 - b. bad
 - c. nice
 - d. beauty
7. Every Monday the students.... Indonesia Raya in the flag ceremony.
 - a. singer
 - b. sing
 - c. song
 - d. singing
8. The antonym of "different" is.....
 - a. similar
 - b. reverse
 - c. distinct
 - d. opposite

9. He does his homework everyday! He's a..... pearson.
- | | |
|---------|----------------|
| a. nice | c. responsible |
| b. lazy | d. slow |
10. Wildan and Fajar are brothers, but they look very.....
- | | |
|-----------------|---------------|
| a. differs | c. difference |
| b. differential | d. different |
11. "Berkomunikasi" in English is....
- | | |
|----------------|------------|
| a. communicate | c. collect |
| b. relation | d. study |
12. My mother stays in the house. The antonym "stay" is...
- | | |
|----------|----------------|
| a. leave | c. go |
| b. see | d. pretentious |
13. The gardener.... the grass every Monday and Thursday.
- | | |
|----------|-----------|
| a. plans | c. trains |
| b. cuts | d. comes |
14. What is he doing in the garden?
- | | |
|---------------------------|----------------------|
| a. he is planting flowers | c. he is eating |
| b. he is playing cards | d. he is watching TV |
15. In every morning I have sport, because sports hep me become strong and.....
- | | |
|------------|------------|
| a. healthy | c. hearty |
| b. sleeply | d. wealthy |
16. He is a stamp collector. He is obsessed to... so many stamps.
- | | |
|---------------|--------------|
| a. collection | c. collect |
| b. collecting | d. collector |
17. She loves travel around the Indonesia. She is a.....
- | | |
|---------------|---------------|
| a. travelling | c. traveller |
| b. traveloka | d. Travel bag |
18. They always..... English to me, so I can speak English well now.
- | | |
|------------|------------|
| a. teacher | c. teaches |
| b. teach | d. taught |
19. your brother and sister four language?
- | | |
|---------------|--------------|
| a. do-speak | c. do-speaks |
| b. does-speak | d. did-speak |

20. Mega can't come to the conference right now because she.... her little baby.

- | | | | |
|----|------------------|----|-------------------|
| a. | taking care of | c. | is taking care of |
| b. | is takes care of | d. | be taking care of |

21. "I am leader in the school." Who am I?

- | | | | |
|----|----------|----|------------|
| a. | security | c. | teacher |
| b. | parents | d. | headmaster |

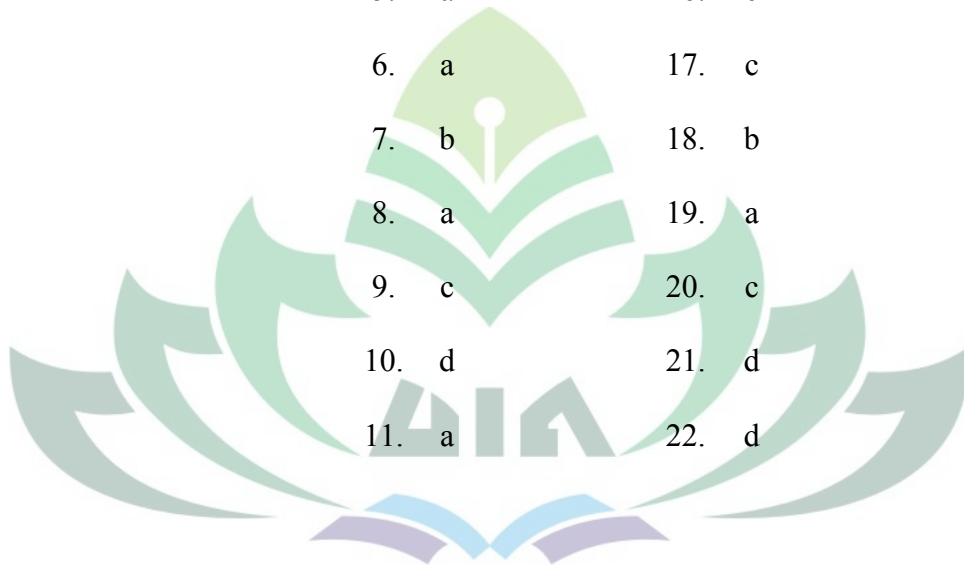
22. Tuty is a..... . She teaches English in our class. Every students love her.

- | | | | |
|----|------------------|----|-------------------|
| a. | ugly teacher | c. | emotional teacher |
| b. | arrogant teacher | d. | kind teacher |



Answer Key Of The Items For Pretest

- | | |
|-------|-------|
| 1. d | 12. c |
| 2. c | 13. b |
| 3. a | 14. a |
| 4. b | 15. a |
| 5. a | 16. c |
| 6. a | 17. c |
| 7. b | 18. b |
| 8. a | 19. a |
| 9. c | 20. c |
| 10. d | 21. d |
| 11. a | 22. d |

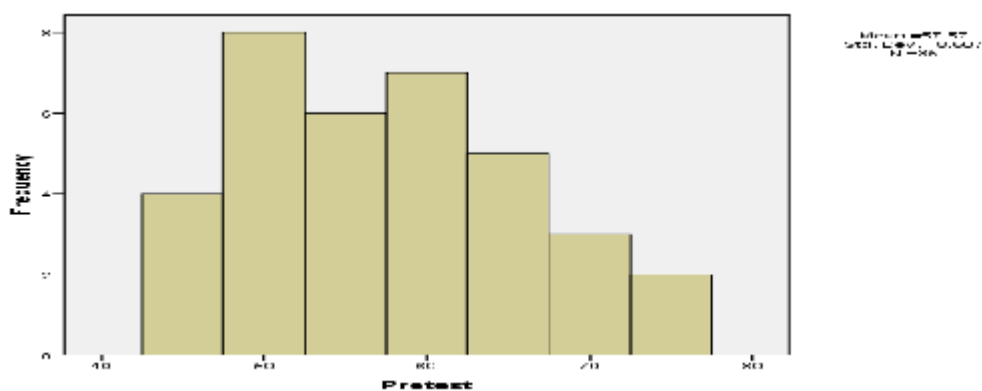


Appendix 11

Result of Pretest in Experimental Class

Descriptives			
Technique		Statistic	Std. Error
	Mean	57.57	1.455
	Lower Bound	54.61	
	Upper Bound	60.53	
	5% Trimmed Mean	57.30	
	Median	55.00	
	Variance	74.076	
	Std. Deviation	8.607	
	Minimum	45	
	Maximum	75	
	Range	30	
	Interquartile Range	15	
	Skewness	.341	.398
	Kurtosis	-.738	.778

Histogram



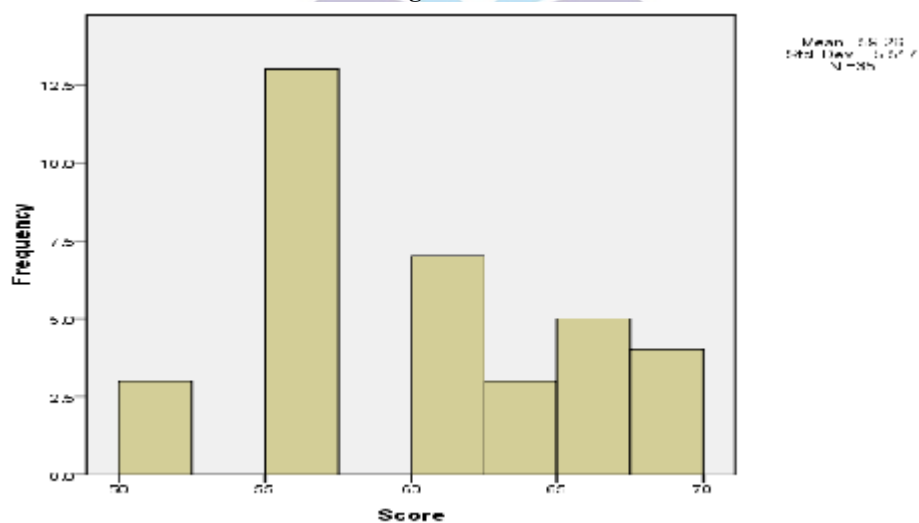
Appendix 12

Result of Pretest in Control Class

Descriptives

Technique	Statistic	Std. Error
Mean	59.26	.932
Lower Bound	57.36	
Upper Bound	61.15	
5% Trimmed Mean	59.29	
Median	60.00	
Variance	30.432	
Std. Deviation	5.517	
Minimum	50	
Maximum	68	
Range	18	
Interquartile Range	10	
Skewness	.104	.398
Kurtosis	-1.138	.778

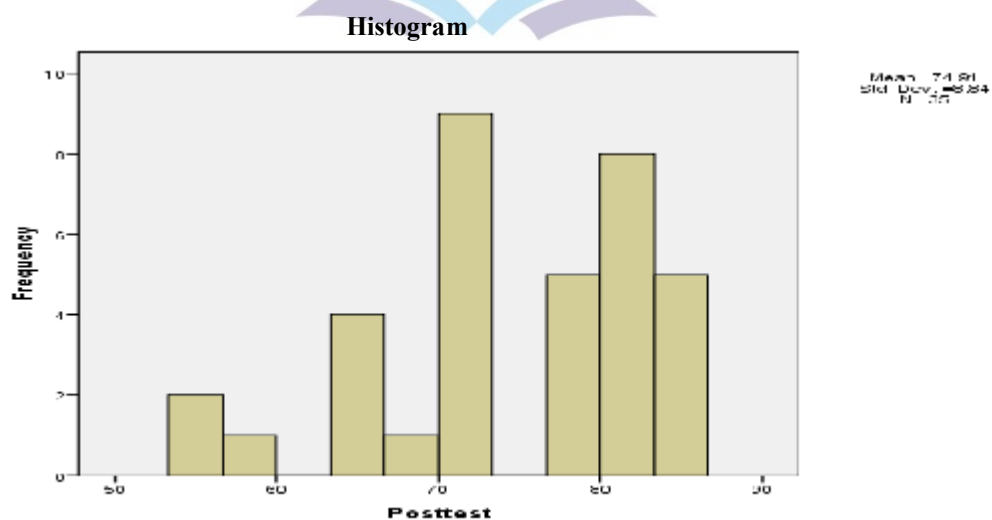
Histogram



Appendix 13

Result of Posttest in Experimental Class

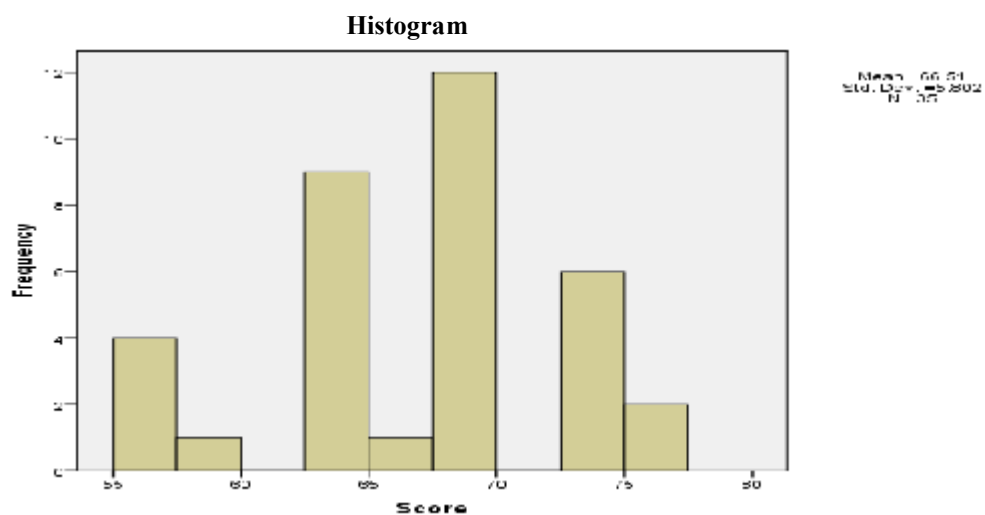
Descriptives			
Technique		Statistic	Std. Error
	Mean	74.91	1.494
	Lower Bound	71.88	
	Upper Bound	77.95	
	5% Trimmed Mean	75.40	
	Median	77.00	
	Variance	78.139	
	Std. Deviation	8.840	
	Minimum	55	
	Maximum	86	
	Range	31	
	Interquartile Range	9	
	Skewness	-.702	.398
	Kurtosis	-.207	.778



Appendix 14

Result of Posttest in Control Class

Descriptives		
Technique	Statistic	Std. Error
Mean	66.51	.981
Lower Bound	64.52	
Upper Bound	68.51	
5% Trimmed Mean	66.57	
Median	68.00	
Variance	33.669	
Std. Deviation	5.802	
Minimum	55	
Maximum	77	
Range	22	
Interquartile Range	4	
Skewness	-.430	.398
Kurtosis	.081	.778



Appendix 15

Students' Score in Experimental Class

No	Name	Gender	Code	Pretest Score	Posttest Score	Gain
1	Ahmad Danni S.	M	E - 1	45.0	55.0	10.0
2	Alfi Asstidqi	M	E - 2	50.0	73.0	23.0
3	Ana Annisa Islamy	F	E - 3	70.0	86.0	16.0
4	Defy Mella Setiawati	F	E - 4	65.0	82.0	17.0
5	Dekky Jefendra	M	E - 5	60.0	73.0	13.0
6	Deva Asista L.	F	E - 6	75.0	86.0	11.0
7	Dinda A.	F	E - 7	55.0	82.0	27.0
8	Ervandi A.	M	E - 8	65.0	82.0	17.0
9	Ferdiyanto	M	E - 9	55.0	86.0	31.0
10	Hasan Yulianto	M	E - 10	50.0	64.0	14.0
11	Ifan Setiawan	M	E - 11	50.0	55.0	5.0
12	Ivan Novandi	M	E - 12	60.0	82.0	22.0
13	Jasca Richter Y.	M	E - 13	55.0	77.0	22.0
14	Laduna Jundi G.	M	E - 14	65.0	83.0	18.0
15	Lisa Restiana	F	E - 15	50.0	73.0	23.0
16	M. Fikri Andika F.	M	E - 16	65.0	86.0	21.0
17	M. Fitra L.	M	E - 17	70.0	77.0	7.0
18	M. Galih Adi P.	M	E - 18	55.0	73.0	18.0
19	M. Muslikhan	M	E - 19	75.0	82.0	7.0
20	Maya Aulia	F	E - 20	65.0	82.0	17.0
21	Menik Al Syara	F	E - 21	50.0	68.0	18.0
22	Mita Ktiana Sari	F	E - 22	60.0	73.0	13.0
23	Monic Salsa Fira	F	E - 23	45.0	64.0	19.0
24	Mutiara Dwi Aulia	F	E - 24	55.0	77.0	22.0
25	Nadya Vika Wirasasti	F	E - 25	60.0	82.0	22.0
26	Nana Panduwinata	F	E - 26	50.0	77.0	27.0
27	Octary Tauvita	F	E - 27	70.0	86.0	16.0
28	Putri Ayu Saskia	F	E - 28	55.0	73.0	18.0
29	Putri Oktaviana	F	E - 29	45.0	64.0	19.0
30	Reza Yuda D.	M	E - 30	60.0	73.0	13.0
31	Tito Nur Seto	M	E - 31	45.0	59.0	14.0
32	Trio Nanang Prayoga	M	E - 32	70.0	77.0	7.0
33	Wanto Kurnaen	M	E - 33	60.0	77.0	17.0
34	Willam Mentari	M	E - 34	50.0	73.0	23.0
35	Zahrotun Nisa	F	E - 35	60.0	73.0	13.0

Students' Score in Control Class

No	Name	Gender	Code	Pretest Score	Posttest Score	Gain
1	Adit Taufik	M	C- 1	65.0	73.0	8.0
2	Aldi Setio Prayogo	M	C – 2	60.0	64.0	4.0
3	Anastasya Dwi Novita	F	C – 3	70.0	73.0	3.0
4	Anggun Jantika	F	C – 4	60.0	64.0	4.0
5	Arinta Ayu Tiranti	F	C – 5	65.0	64.0	-1.0
6	Azis Mukti Pangestu	M	C – 6	50.0	68.0	18.0
7	Bintang Ayu D.	F	C – 7	45.0	64.0	19.0
8	Dani Prastyo	M	C – 8	70.0	73.0	3.0
9	Dedeh Bela Marisa	F	C – 9	60.0	68.0	8.0
10	Dewi Nawang Sari	F	C – 10	65.0	68.0	3.0
11	Dwi Handayani	F	C – 11	55.0	64.0	9.0
12	Eghy Irawan	M	C – 12	60.0	73.0	13.0
13	Egi Listyani	F	C – 13	55.0	64.0	9.0
14	Excel Arya Pratama	M	C – 14	50.0	68.0	18.0
15	Femmy Anggraini	M	C – 15	55.0	55.0	0.0
16	Gibran Syailendra	M	C – 16	75.0	77.0	2.0
17	Gilang Sahri Ramadhan	M	C – 17	70.0	73.0	3.0
18	Gilang Saputra	M	C – 18	60.0	68.0	8.0
19	Hafiddhah Qurrota'an	F	C – 19	50.0	59.0	9.0
20	Ixdes Mega Intria A.	F	C – 20	55.0	59.0	4.0
21	Jeni Diana Erlinda	F	C – 21	60.0	64.0	4.0
22	Kusmiyati	F	C – 22	60.0	64.0	4.0
23	Lares Rivaldi	M	C – 23	70.0	73.0	3.0
24	Luxky Rial Allukman	M	C – 24	60.0	68.0	8.0
25	M. Ghaulan Zakia	L	C – 25	50.0	68.0	18.0
26	M. Ikhsan Maulana	L	C – 26	55.0	55.0	0.0
27	Merri Andani	F	C – 27	70.0	68.0	-2.0
28	Mufidah Nur Aulia	F	C – 28	65.0	64.0	-1.0
29	Nurul Evawati	F	C – 29	50.0	59.0	9.0
30	Puji Nurhayati	F	C - 30	75.0	77.0	2.0
31	Putri Anuasmara	F	C – 31	45.0	73.0	28.0
32	Zaki Mahardika	M	C – 32	55.0	64.0	9.0
33	Rohma Okta Viana	F	C – 33	50.0	68.0	18.0
34	Wahyudin Ramdani	M	C – 34	45.0	55.0	10.0
35	Yudis Setiawan	M	C – 35	55.0	73.0	9.0

Appendix 16

The Normality Test of Experimental and Control Class

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Expeimental	.135	35	.120	.950	35	.125
Control	.138	35	.099	.955	35	.169

a. Lilliefors Significance Correction

Appendix 17

The Homogeneity Test of Experimental and Control Class

	Levene Statistic	df1	df2	Sig.
Based on Mean	2.418	1	68	.125
Based on Median	2.696	1	68	.105
Based on Median and with adjusted df	2.696	1	57.324	.106
Based on trimmed mean	2.626	1	68	.110

Appendix 18

The Result of Hypothetical Test

	Levene's Test for Equality of Variances		t-test for Equality of Means						
								95% Confidence Interval of the Difference	
								Lower	Upper
Equal variances assumed	4.828	.031	8.817	68	.000	8.943	1.014	6.919	10.967
Equal variances not assumed			8.817	60.188	.000	8.943	1.014	6.914	10.972

Documentation of Research



The researcher is explaining the materials



The researcher is explaining the procedure of clustering technique



The students are practicing using clustering technique



The student is presenting in front of the class



The students are doing the posttest in control class



The students are doing the posttest in experimental class

REKAP ANALISIS BUTIR
=====

Rata2= 16,23

Simpang Baku= 5,12

KorelasiXY= 0,70

Reliabilitas Tes= 0,82

Butir Soal= 40

Jumlah Subyek= 30

Nama berkas: C:\USERS\USER\DOCUMENTS\PRE-TEST AFTER TRYOUT.ANA

Btr Baru	Btr Asli	D.Pembeda(%)	T. Kesukaran	Korelasi	Sign. Korelasi
1	1	0,00	Mudah	-0,017	-
2	2	62,50	Sedang	0,315	Signifikan
3	3	37,50	Sedang	0,267	-
4	4	62,50	Sedang	0,473	Sangat
Signifikan					
5	5	50,00	Sedang	0,308	Signifikan
6	6	-12,50	Sedang	-0,120	-
7	7	37,50	Sedang	0,375	Signifikan
8	8	12,50	Sukar	0,180	-
9	9	25,00	Sukar	0,407	Sangat
Signifikan					
10	10	25,00	Sedang	0,381	Signifikan
11	11	25,00	Sukar	0,254	-
12	12	12,50	Sedang	0,112	-
13	13	37,50	Sedang	0,320	Signifikan
14	14	50,00	Sukar	0,524	Sangat
Signifikan					
15	15	12,50	Sangat Sukar	0,076	-
16	16	62,50	Sedang	0,487	Sangat
Signifikan					
17	17	25,00	Sukar	0,426	Sangat
Signifikan					
18	18	50,00	Sukar	0,560	Sangat
Signifikan					
19	19	0,00	Sedang	0,078	-
20	20	-12,50	Sedang	-0,159	-
21	21	37,50	Sukar	0,564	Sangat
Signifikan					
22	22	-12,50	Sedang	-0,097	-
23	23	62,50	Sukar	0,482	Sangat
Signifikan					
24	24	12,50	Sedang	0,020	-
25	25	50,00	Sedang	0,347	Signifikan
26	26	12,50	Sedang	0,136	-
27	27	25,00	Sukar	0,407	Sangat
Signifikan					
28	28	-37,50	Sedang	-0,214	-
29	29	50,00	Sedang	0,530	Sangat
Signifikan					
30	30	25,00	Sukar	0,263	-
31	31	50,00	Sedang	0,353	Signifikan

32	32	62,50	Sukar	0,582	Sangat
Signifikan					
33	33	12,50	Sedang	0,117	-
34	34	12,50	Sangat Sukar	0,218	-
35	35	62,50	Sukar	0,616	Sangat
Signifikan					
36	36	37,50	Sukar	0,449	Sangat
Signifikan					
37	37	25,00	Sukar	0,189	-
38	38	62,50	Sukar	0,685	Sangat
Signifikan					
39	39	12,50	Sukar	0,180	-
40	40	50,00	Sukar	0,426	Sangat
Signifikan					

